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ABSTRACT

Presented is a curriculum guide for teaching basic life skills to students with exceptional educational needs (primarily the moderately to severely retarded). Separate sections deal with the following persisting life needs: communicating ideas, understanding one's self and getting along with others, traveling and moving about, adapting and functioning in one's physical environment, keeping healthy, living safely, contributing to one's financial maintenance, assisting in homemaking, using desirable recreation sources for leisure time, and developing creativity through art and music. Each life skill area is analyzed in terms of content areas, developmental levels and curriculum items; curriculum items are broken down into skill descriptions and instructional activities with information on appropriate equipment and materials. It is explained that the guide's format is designed to serve as a functional assessment and record keeping device to aid individualized programing. (CL)

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BASIC LIFE FUNCTIONS INSTRUCTIONAL PROGRAM MODEL

Curriculum Guide for Children with Exceptional Educational Needs

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PREFACE

This publication represents a major effort on the part of concerned parents, special education personnel, administrators and Department of Public Instruction-Division for Handicapped Children staff to produce a curriculum model and Instructional format to serve the needs of exceptional children in Wisconsin. This model approaches the education of children with basic learning needs in a consistent fashion to assist in the organization and implementation of instruction. As noted in the number and diversity of individuals who have contributed to this publication, the commitment of Wisconsin educators to develop a more efficient learning opportunity for children is apparent.

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The Division for Handicapped Children and project staff wish to express their most sincere appreciation and thanks to all those who have given many hours of their time to bring this curriculum to completion. The present challenge is now to analyze this tool and, when appropriate, translate it into a meaningful educational experience for each child who requires this type of specific educational plan.

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THE BASIC LIFE FUNCTIONS INSTRUCTIONAL PROGRAM MODEL

PORTION OF THE FEDERAL INTERVENTION PROJECT

STATE PROJECT NUMBER 50220

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Educational programming for children with exceptional educational needs since its inception in 1915 has been initiated in most areas of Wisconsin. These programs now serve over 70,000 children between the ages of two and twenty. The evolving Wisconsin philosophy of public educational opportunities for all children has placed upon the educational complex the responsibility for developing instructional procedures and delivery systems which will maximize learning opportunities for all individuals. These activities include a broader range of experiences than have been included in the past.

These basic life needs are for the most part non-academic and include the social, affective, motor and cognitive skills that are essential if a child is to function independently within the expanding complexities of today's society.

Presently, the curriculum is most applicable to the needs of the moderately to severely retarded but does have application to the needs of other children with exceptional educational needs.

For purposes of this model, "a child with exceptional educational needs" refers to any child "who has a mental, physical, emotional or learning disability which if the full potential of the child is to be obtained, requires educational services to the child to supplement or replace regular education."¹

Traditionally, curriculum guides for the exceptional child tend to place emphasis on the disabilities of the child, stressing the negative learning characteristics of the student. This guide, however, will focus in on the positive skills and abilities that the individual child possesses. It is constructed to assess these current abilities and build on them utilizing a step by step approach. In this manner even the lowest functioning child is able to meet with success in his education.

¹Section 5, Subchapter IV of Chapter III of the Wisconsin State Statutes.

The position taken by the State of Wisconsin broadens the viewpoint of the term "education" to suggest that any type of training or teaching which enables the individual to more fully utilize his potential is education.

Over the years Wisconsin has been fortunate in the cooperative effort extended by special educators, parents and other individuals in seeking new ways of expanding the quality of educational services to handicapped children. This publication represents an additional cooperative effort: an instructional program model focusing on the basic life needs of children with exceptional educational needs, developed and field tested by teachers, administrators, parents, school psychologists, speech pathologists and university instructors of the State of Wisconsin.

A review of the literature concerning the characteristics of children with exceptional educational needs indicates that a wide range of abilities do exist, i.e. physical, social, cognitive, communicative and vocational. Specific combinations of these abilities represent a range of individual differences requiring specific educational planning. Therefore, the format for presenting the scope and sequence of the educational program, and its corresponding curriculum, should allow for flexibility in setting instructional objectives for each pupil. These objectives should be based on specific learning characteristics, social and vocational competencies, and general ability to make behavioral adaptations to the environment at home, in school and in the community.

The literature also indicates that additional efforts in programming for these learners should be extended to the following areas:

- 1) stating a clear guiding purpose
- 2) establishing agreement between parents and educators regarding values
- 3) developing a systematized, instructional program progressively scaled to achieve necessary life needs
- 4) introduction of operationally stated objectives based on intellectual, developmental, social, physical, and vocational characteristics
- 5) sequencing of objectives through a task analysis approach to facilitate evaluation
- 6) developing statewide curriculum guidelines

² Daly, Flora M.: "The Program for Trainable Mentally Retarded Pupils in the Public Schools of California", Education and Training of the Mentally Retarded 1966, 1, 109-118.

Lance, Wayne D., "School Programs for the Trainable Mentally Retarded," Education and Training of the Mentally Retarded, 1968, 1, 3-9.

Stimulated by findings that further program development for meeting the educational needs of children with exceptional needs was required, the Wisconsin Department of Public Instruction, Division for Handicapped Children, and representatives of local educational agencies, developed the following model.

This model is based on these assumptions:

- 1) Children with exceptional educational needs manifest a wide range of coping skills in meeting demands and tasks related to their life needs.
- 2) Special education is a process which helps the learner meet his changing life needs.
- 3) Since special education is a process for affecting changes in the learner, then each program should bring about significant changes in individual behavior.
- 4) "Curriculum" refers to what is taught and "Instruction" to how it is taught. Instructional program encompasses both terms. An "Instructional program" is planned, and its focus is on needs. Curriculum development is concerned with the selection and sequencing of appropriate educational objectives to meet these needs.
- 5) The goals and objectives of a curriculum constitute the ways in which parents and educators, according to their values, would like to see students develop.
- 6) Stages toward mastery of the curriculum objectives will be properly sequenced to more appropriately meet the priority needs of the learner and assist in ongoing assessment.

Basic to this model is the concept that children of all levels of ability can benefit from a planned sequential and individually appropriate educational program.

DEFINITIONS

The following definitions were obtained from the U. S. Department of Health, Education and Welfare publication entitled "Standard Terminology for Curriculum and Instruction in Local and State School Systems".³

Instructional Program: The totality of the curriculum and its implementation through direct instruction and other means.

Curriculum: Considered to encompass the instructional activities planned and provided for pupils by the school or school system. The curriculum, therefore, is the planned interaction of pupils with instructional content, resources and processes for the attainment of education objectives.

Figure I illustrates these relationships:

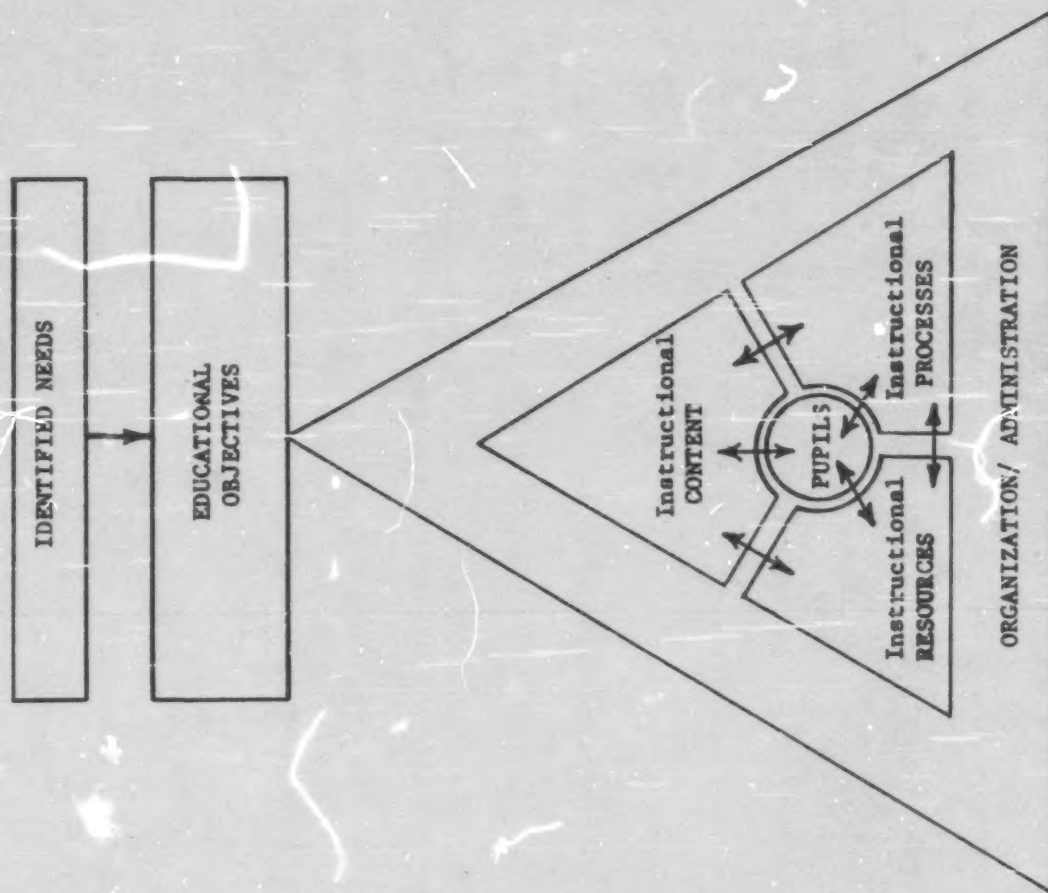
1. Educational objectives are derived from identified needs.
2. An organizational arrangement is developed or utilized for achieving these objectives.
3. Pupils are brought into the environment of this organizational arrangement (usually a school) where they interact with the content, resources and processes of instruction.

In summarizing the difference between the two terms, curriculum and instruction, one might consider that the curriculum refers to what is taught, and instruction to how it is taught. An instructional program encompasses both curriculum and instruction.

³Standard Terminology for Curriculum and Instruction in Local and State School Systems, State Educational Records and Report Series, Handbook VI 1970, p. 3.

FIGURE I - XXVI -

Some Aspects of Curriculum and Instruction and Their Relationships*



* From Standard Terminology for Curriculum and Instruction in Local and State School Systems, State Educational Records and Report Series, Handbook VI, 1970, pp.2-3

Noteworthy in the above discussion of terminology is that an instructional program is planned and that the focus is on identified needs. The formulation of objectives for any instructional program can be described as a process of moving through descending levels of abstraction. Objectives can range from very general goals to quite detailed statements which identify the components of these goals and their relationship to one another. The major differences in programs can be identified by additions of more specific objectives, the limits which the educability of the children impose on the attainment of the objectives, and the adaptations in instruction needed to attain these objectives.

HISTORY OF THE PROJECT

The conceptualization, development and implementation of this project was funded with federal monies under Title VI-B, the Education of the Handicapped Act. Initiated in July of 1972, the project consisted of six phases; the first four phases dealing with development of the model and curriculum, the latter two phases, finalizing the model in its present format.

Phase I of the project concerned the development of the Basic Life Functions Model. The proposed model and rough draft were presented for evaluation at the Title VI-D Institute for TMR Programing at Elkhorn in July 1972. Essentially, this phase was concluded in March of 1973 with the statewide distribution of two field test publications describing the model and the format for the curriculum to be developed. This phase also consisted of an extensive review of the literature and guidelines pertaining to children with exceptional educational needs. In addition, a formal advisory committee was formed to review project materials and make recommendations. This six-member committee is comprised of representatives from four geographical areas and includes a parent.

Phase II of the project was concerned with the initial production of the curriculum material as prescribed by the Basic Life Functions Model. This phase began after March 1973 and was completed during the summer of 1973. Emphasis was placed on administrative and teacher option and commitment to the objectives of the project. General objectives, content areas and six level breakdowns of each item were identified. Guidelines for participation and individual contracts following federal and state requirements were developed and used for organizing this cooperative effort. Approximately fifty teachers were involved in developing the ten collections of material. These collections were reviewed by project staff and plans were drawn for the next phases of the project.

Phase III emphasized critique and revision of the material by other participating teachers. This phase was concluded at a workshop in Milwaukee on November 1, 1973 and attended by nearly all of the project participants. The general objectives of the workshop were to identify major strengths and weaknesses of each curriculum area, revising portions of it and developing a timeline for completion of the material during the next phase.

Phase IV was considered a second production phase. Recommendations resulting from teachers in Phase III were reviewed by the project staff and integrated into the ten curriculum areas, along with activities and instructional materials to accompany each item. This phase was concluded with the preparation of field copies in November 1974.

Phase V involved the field testing of the curriculum. Initiated in November of 1974, field copies of the ten sections were made available for distribution. To facilitate this the State of Wisconsin was apportioned into eight major clusters for purposes of the inservices. The eight cluster areas incorporated the urban as well as the surrounding rural areas of Fennimore, Appleton, Madison, Wauwatosa, La Crosse, Green Bay, Eau Claire and Oshkosh. Over one hundred and fifty teachers, teacher aides, administrators, parents, school psychologists and university instructors participated in these inservices. The field testing involved the direct application of the materials to the classroom. Information was obtained from over seventy-five trainable mentally retarded, educable mentally retarded, emotionally disturbed and multiple handicapped classrooms concerning the appropriateness and scope of the material as well as the sequencing of the objectives.⁴ These revisions, along with staff input, were incorporated into the final editions of the curriculum prior to statewide distribution.

⁴ A Statistical Summary of Teacher Background Information Pertaining to the Basic Life Functions Program Model of the Federal Intervention Project is available on request from the Department of Public Instruction, Division for Handicapped Children, Room 727-B, 126 Langdon Street, Madison, Wisconsin 53702.

The final phase, Phase VI, involved incorporating the field recommendations and other changes into the final draft copy. The material was then typed, proofed, collated and 2500 copies printed. Final copies were distributed to teachers of the trainable mentally retarded and physical/multiple handicapped in Wisconsin, directors and supervisors of special education and program designees, Cooperative Educational Service Agency (CESA) coordinators and Special Education Instructional Materials Centers (SEIMC's) throughout Wisconsin. Additional copies are available upon request from the Division for Handicapped Children, 126 Langdon Street, Madison, Wisconsin 53702.

THE INSTRUCTIONAL PROGRAM MODEL

The Wisconsin Basic Life Functions Instructional Program Model for children with exceptional educational needs was initiated as an attempt to devise a framework which would assist teachers, parents, administrators and other professionals. It will assist in identifying many of the needs of the developmentally disabled, providing structure that will relate these needs to one another, and providing for further specification and measurement of the instructional means to meet these needs.

The basis for the present model is the persisting life needs approach which also forms the framework of the Wisconsin Curriculum for the Educable Mentally Retarded.⁵ In the curriculum for the educable mentally retarded, twelve areas of need were identified. Although similar in content to the ten need areas presently included in this curriculum, the overall objectives have been expanded. To encompass the lower functioning student, additional conceptual approaches, instructional materials and activities have been integrated into the curriculum. Recognizing Wisconsin's commitment to a specific curriculum philosophy and model, careful consideration was given to the applicability and acceptability of the established

⁵ Wisconsin Curriculum for the Educable Mentally Retarded, Wisconsin Department of Public Instruction, Bulletin No. 058-70, 1970.

ten persisting life needs for other children with exceptional needs. After extensive review of existing curriculum materials and evaluation instruments, some modifications to the ten areas of need were found to be necessary.

For the purposes of these publications, persisting life needs are defined as: "Those recurring functions required of individuals living in our society; requirements which persist throughout the individual's life. When adequately met and resolved in concerted fashion, these represent the goals and desirable outcomes of our special education programs."⁶

Each goal arbitrarily divides the content and forms the organizational base for the model. These ten areas are:

- 1) Learning to Communicate Ideas involves the development of essential perceptual and cognitive habits and skills needed to listen, speak, read, write and manipulate concepts.
- 2) Learning to Understand One's Self and Getting Along with Others involves the essential habits, attitudes and skills necessary to use social activities and customs, to understand and adjust to one's strengths and weaknesses, to develop values consistent with our society and to develop the ability to get along with others (such as peers, family, groups, authorities, opposite sex, strangers, etc.) in social relationships.
- 3) Learning to Travel and Move About involves the acquisition of the essential habits, attitudes and locomotor skills necessary for transporting one's self in home, in school and in the neighborhood, within the city, and to distant places.
- 4) Learning to Adapt and Function in One's Physical Environment involves the essential habits, attitudes and skills necessary in using tools and mechanical equipment and in understanding and adjusting to the physical environment.
- 5) Learning to Keep Healthy involves the essential habits, attitudes, and skills necessary for developing and maintaining the body through nutrition, physical fitness, personal care and skills necessary for the prevention and treatment of illness.

⁶ Wisconsin Curriculum for the Educable Mentally Retarded, Wisconsin Department of Public Instruction, Bulletin No. 058-70, 1970.

- 6) Learning to Live Safely involves the essential habits, attitudes and skills necessary for safety in play, in work, in locomotion and in emergency.
- 7) Learning to Contribute to One's Financial Maintenance involves the essential habits, skills, attitudes necessary to be an adjusted worker, including the essentials of budgeting and handling money.
- 8) Learning to Assist in Homemaking involves the essential habits and skills for maintaining a house and feeding and clothing oneself.
- 9) Learning Good Use of Leisure Time involves the essential habits, attitudes and skills necessary for locating and utilizing desirable sources of recreation.
- 10) Learning to Develop Creativity Through Art and Music involves the essential habits, attitudes and skills necessary to express oneself through crafts, art and dancing.

Those utilizing this guide should note that the ten persisting life needs focus most specifically on the particular knowledge and skills needed by the individual for maximum life functioning. Not all learners will master all levels of a persisting life needs program. However, each individual should have the opportunity to reach the highest possible attainment, learning to cope effectively with common demands of living in our society.

As children develop, they experience a more complex and expanding world. They can be observed to gain both depth and breadth of coping skills through training and experience. Initially infants have relatively few behaviors and skills available to deal with their environment. Their life space and the corresponding demands made upon them are relatively constricted and narrow in scope.

This model, then, is based on the view that the learner is multi-dimensional and that his learning expands along various developmental continuums at any given time. An inverted cone was selected to illustrate this multi-dimensional aspect of

child development. implicit in its design is that the identified ten persisting life needs are not mutually exclusive. These needs expand in scope as the learner becomes more experienced and knowledgeable.

The instructional program, therefore, initially includes only the most self-centered, familiar, and concrete experience and behaviors related to the young infant. By utilizing the cone, we can graphically represent the ever expanding world of the individual.

A crucial element in this model is that the instructional program must allow for entry at any point. Thus, the needs of an older, more severely retarded individual might be viewed as being toward the apex of the cone. Scope of educational programming should broaden for this individual as one develops and becomes more skillful.

Figure II represents this development and scope of programming as vertical and horizontal arrows respectively. This figure also represents the educational world of the learner as divided into ten slices which form the ten persisting life needs, as previously described. Essentially there are three dimensions to this model. They are defined as scope, sequence and organization. (See Figure II A.)

Scope - is represented in the horizontal plane, reaching out from the developmental axis. It refers to the selection of knowledge, facts, skills and generalizations which should be encompassed by the instructional program in terms of the life space of the child with exceptional needs. Scope is ever expanding in this model as the individual matures and his interests and experiences broaden.

Sequence - is represented in the vertical plane, aligned with the developmental axis. It is the order in which proposed concepts, learnings and experiences of each persisting life need are to be developed. In this model, sequence is based upon chronological and mental age, maturity, prerequisite skills, needs and societal demands.

Organization - refers to the unified whole, the structural framework which provides the format or arrangement for integrating the content, the resources and the processes of instruction. Organization is based on established, empirically defined persisting life needs, expanding in complexity throughout the life of the learner and represented as ten sections of the cone.

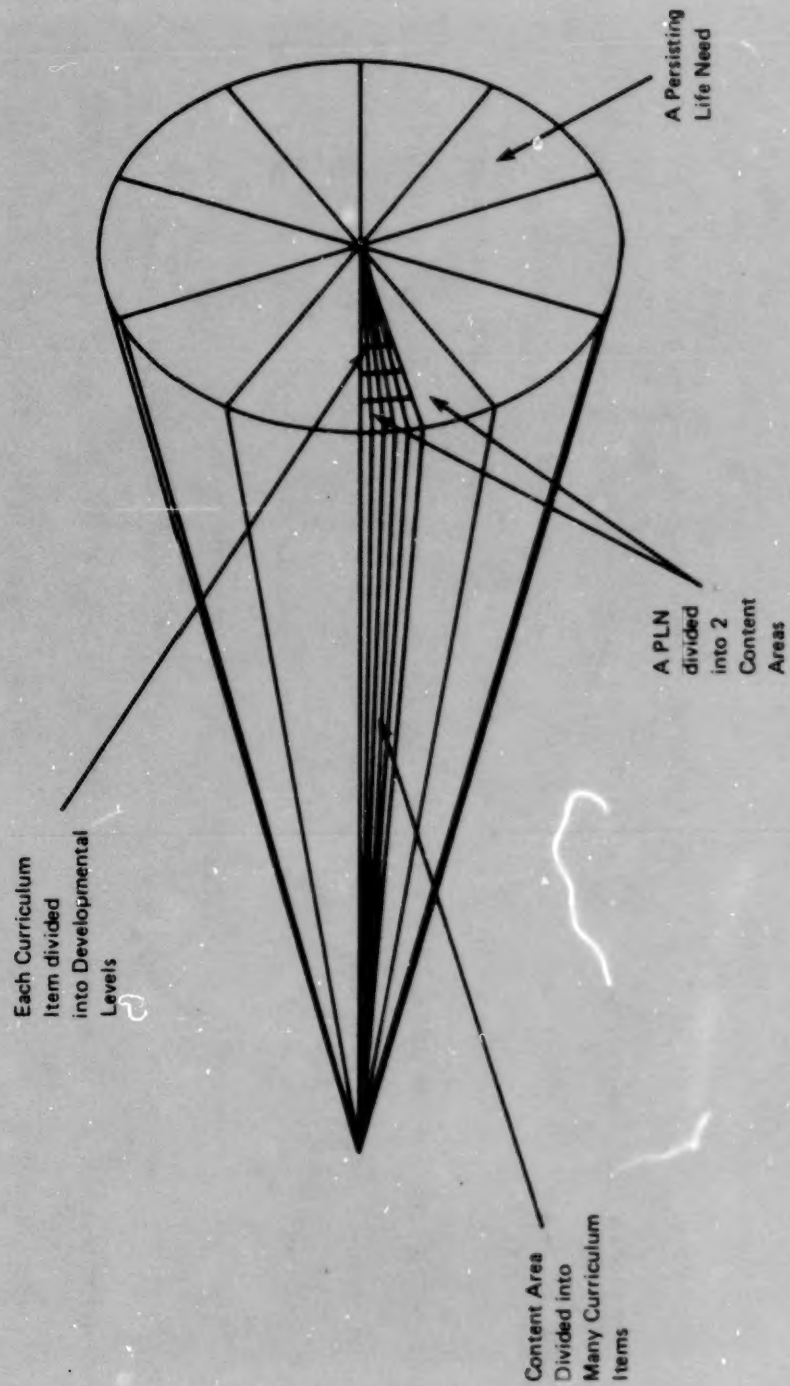
The construction of this program can be considered to be a process of moving through a hierarchy of needs. From ten very general statements, which represent long range needs, more immediate needs are identified. These needs are stated in terms of instructional goals and objectives, each level being a more specific statement than the preceding level. Within the hierarchy, these levels are identified as persisting life need, content area, curriculum item and developmental level.

As represented by the cone, persisting life needs are divided into component skills and processes called content areas. Mastery of these individual facts and processes in sequence leads toward meeting the long range need. For purposes of this model, content area has been defined as a body of skills, processes, concepts and values related to specific human activities and experiences which comprise the substance of any persisting life need. As with all persisting life needs, each content area expands from the maturational axis to illustrate the expanding experiences of the learner as development progresses. Content areas represent the second step of specificity in the organization of the model. The figure also shows how each content area is further divided into curriculum items. A curriculum item, for purposes of the model, has been defined as an identification of short range objectives, each with a six level developmental scale. Learners work through activities at each of the six levels. Successful completion at each of the six sub-objective levels leads to ultimate mastery of the short range objective described in the curriculum item. Curriculum items represent the third step of specificity in the organization of the model.

As the child with exceptional educational needs progresses through the program, his attainment and expansion of the competencies can be checked at any of six developmental levels within a chosen curriculum item. It should be emphasized, however, that within the model, these levels are not discrete steps, but represent approximations of progressions toward mastery of a curriculum item.

FIGURE II

Relationship Between Content Area, Curriculum Item,
And Developmental Level



Each persisting life need can be viewed as a segment of a whole. All ten need areas model an individual's total world. Each persisting life need includes a category of life situations, such as keeping healthy, keeping safe, communicating with others, etc.; from which to draw common situations to be modeled in the classroom, workshop or home. The ten need areas overlap since most life situations demand coping and problem-solving skills from several areas. Thus, for educational planning, these arbitrary need areas isolate a major theme rather than an exclusive set of situations.

Curriculum content contains a selection of common situations that individuals will encounter within each need area. No persisting life need statement automatically brings to mind one specific group of classroom activities. Decisions regarding which topics to include occur at the next level of organization, the content area. (To review, content area is defined as a body of skills, processes, concepts and values related to specific human activities and experiences which comprise the substance of any persisting life need.) Content areas represent moderate range educational objectives; they are intermediate objectives between persisting life needs and curriculum items.

Figure III illustrates a sample of content area statements for persisting life need - Learning to Live Safely. We shall use content area III - Safety in the Community, as an example to illustrate the next level of organization in the curriculum. Although content areas, such as those shown in Figure III, focus on needed skills or information, the statements are still too general to use for developing specific classroom activities. Each content area is further analyzed for component skills and information. These components then become the curriculum items. To review, a curriculum item is an identification of short range objectives, each with a six-level developmental scale. Each item represents the third step/level of specificity in the organization of the curriculum. It is from these short range objectives that classroom activities are designed and progress is observed.

Learners progress through six levels of activities for each curriculum item. Developmental levels, it should be remembered, are points along the maturational continuum at which stable forms of a desired intermediate behavior develop. When the learner has passed through all of the developmental levels for a particular curriculum item, it can be said that the child has achieved "mastery" of the given skill or concept.

Figure IV illustrates a sample curriculum item from PLN #6 Learning to Live Safely; content area III - Safety in the Community. We shall use this item: Traffic Light as an example in the following illustration for discussions of implementation.

It should be emphasized here that there may be many prerequisite skills that need to be mastered before advancing to developmental level number two of any item. These readiness skills should be developed before advancing to the next level of the curriculum item. For purposes of this publication, we have chosen to identify the most basic and immediate prerequisite skills for each item. They are listed on the top of each curriculum item. Where applicable, mastery of other curriculum items will be considered as a prerequisite skill. For example, along with such skills as visual and color discrimination, gross motor and imitation behavior, the curriculum item Crossing the Street will have to be mastered prior to beginning the traffic light item.

Perceptual motor handicaps or physical impairments may also limit the choice of items for a particular individual. In this case Traffic Light may not be an appropriate item for an individual who has not yet mastered basic perceptual motor skills.

In the sequence of events and activities that lead to mastery of an item and to independence in its application, level divisions represent points where a noticeable accomplishment toward the objective behavior takes place. For each curriculum item these points are designated by descriptions of general behavior. These behaviors are listed on the left hand side of the curriculum item under the column labeled "Developmental Levels".

FIGURE III

PERSISTING LIFE NEED #6: LEARNING TO LIVE SAFELY

Introduction	345
------------------------	-----

Content Area I: Safety at Home

1.) Cluttered Pathways	346
2.) Transporting Liquids	347
3.) Unprotected Windows	348
4.) Avoidance of Hot Water and Hot Objects	349
5.) Sharp and Pointed Tools	350
6.) Poison	351
7.) Matches	352
8.) Light Bulbs	353
9.) Electrical Outlets	354
10.) Broken Glass	355

Content Area III: Safety in the Community

1.) Crossing Streets	364
2.) Pedestrian Crossing	365
3.) Traffic Light	366
4.) Walk/Don't Walk	367
5.) Stop Sign	368
6.) Railroad Crossing	369
7.) Danger and Warning Signs	370
8.) Motor Vehicle Passenger Safety	371
9.) Bicycle Safety	372
10.) Avoiding Strange Animals (Dogs, Cats, Snakes)	373

Content Area II: Safety at School

1.) Seeking Assistance of Teacher	356
2.) Hallway and Stairs Conduct	357
3.) Entrance/Exit	358
4.) Throwing	359
5.) Chairs and Desks	360
6.) School Bus Conduct	361
7.) Fire Drill	362
8.) Playground Behavior	363

Content Area IV: Emergency Situations

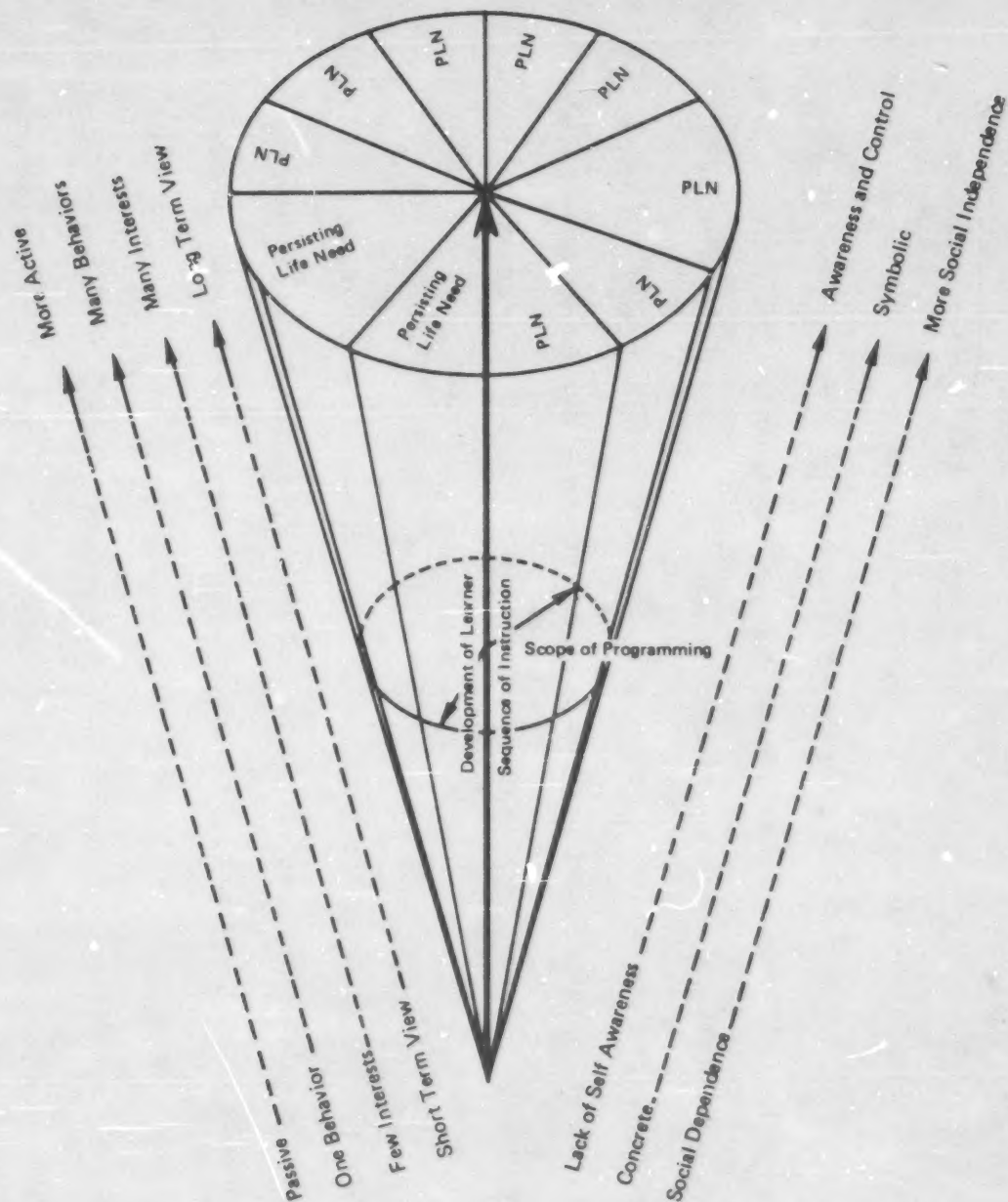
1.) Seeking Police and Fireman Assistance	374
2.) Seeking Aid for Cuts/Burns/Bites	375
3.) Seeking Aid for Fire	376
4.) Seeking Aid for Others	377

Content Area III: Safety in the Community

Item No. 3: Traffic Light

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2) Given a selection of street signs and lights that includes a traffic signal, the student will point to the traffic light as a response to teacher's request of "Show me the traffic light".	To create an awareness of traffic safety, the teacher can display a variety of safety signs, street lights and information signs around the classroom requesting student to identify specific ones. While displaying a picture, or transparency of the traffic light, the teacher shall lead a discussion about it-- supplementing it with a reading of "Red Light, Green Light".	"Playbook's Wooden Traffic Signs", \$5.00 "Safety Signs of Our Street" transparencies, \$2.50 each "Sign Book" WM Dugon, Golden Press "Red Light, Green Light" Doubleday Reinforced Library, Golden MacDonald Overhead transparencies of traffic light, IMCO catalogue \$2.50 each
3) Given the appropriate colors, the teacher will request that the student label each one and indicate its corresponding action.	To reinforce the student's ability to discriminate the three colors, distribute three paper circles to each student requesting them to "Show me the red one" or "Show me the green one". Students will respond by holding up the appropriate colored circle. Teacher will then ask "What color tells us to stop?", "What color tells us to go?", "What color tells us to be careful?". Students will again respond by holding up the appropriate colored circle.	A set of 3 circles approx. 6" in diameter for each child. (One Red, One Yellow, One Green) A working replica of a traffic signal can easily be constructed by cutting 3 holes out of a cardboard outline of the light and covering the holes with colored cellophane. Shining a flashlight from behind will give the appearance of a working light. Using masking tape or chalk an intersection can be constructed on the classroom or gym floor.
4) Given the appropriate colors, the student will label each one, indicate its corresponding action and perform the appropriate task with the teacher providing both physical and verbal cues.	While the students observe, the teacher shall describe the meaning of each color and model the corresponding action using the replica of the traffic light or a set of transparencies. The students shall line up facing the replica. As it changes, the teacher shall take each student by the hand and assist him in performing the appropriate action while describing the task out loud. Along with cues concerning color, cues stressing position of lights should be utilized. (Red-top, yellow-middle, green-bottom). Besides providing additional cues, this will serve to aid color blind pupil in discrimination of signals. Using the intersection constructed on the floor, the students will observe the teacher as he/she describes and performs the actions indicated by the replica of the traffic signal. The students will then cross at the "intersection" according to the color of the signal. The teacher shall assist the student by providing verbal cues to shape the desired response. Using the "intersection", the teacher shall divide the children into two groups (pedestrians and bike riders) and let them act out their understanding of the three signal lights.	A set of 3 circles approx. 6" in diameter for each child. (One Red, One Yellow, One Green) A working replica of a traffic signal can easily be constructed by cutting 3 holes out of a cardboard outline of the light and covering the holes with colored cellophane. Shining a flashlight from behind will give the appearance of a working light. Using masking tape or chalk an intersection can be constructed on the classroom or gym floor.
5) Given the appropriate colors, the student will label each one, indicate its corresponding action and perform the appropriate task with the teacher providing only verbal cues.	If possible, the teacher should accompany the students to a street corner where a traffic light is in operation. As the students observe, the teacher shall describe and perform the actions indicated by the signal being careful to use phrasing and explanations similar to the ones in the classroom setting. As the light changes, the teacher shall assist each student in performing the appropriate action by giving verbal cues similar to those provided with the "classroom intersection". When the student is ready to respond to the light independently, he should remain in the teacher's sight at all times.	Blue Bug's Safety Book Virginia Poulet (Children's Press)

FIGURE II A
The Instructional Program Model
The Ten Persisting Life Needs



For purposes of the model, developmental level is defined as points along the maturational continuum at which stable forms of a desired intermediate behavior are well established. That is, when the learner has passed through all of the developmental levels, it can be said that the learner has achieved "mastery" of the given skill or concept. Developmental levels, represent arbitrary "milestones" placed at empirically determined points. The points are those at which noticeable change appears in the learner's achievement of sub-skill behaviors.

Developmental levels are assigned numbers one through six. For many tasks, Level 2 behavior may be behavior that requires mastery of several component skills. Therefore, it is necessary to determine readiness needs of individual learners if they are not functioning at Level 2. Other curriculum items, each with a six level scale, may be necessary readiness skills.

ORGANIZATION AND IMPLEMENTATION OF THE CURRICULUM

This curriculum organizes the elements of instructional content, resources and processes into a flexible guide for use in meeting the life needs of children with exceptional educational needs. The curriculum is constructed to move the learner through a hierarchy of objectives to ultimate competence in meeting these life needs. The format of the guide is intended to serve as a functional assessment and record keeping instrument to aid individual programming.

Basic to content selection within this curriculum is the long range educational goal of developing a healthy individual functioning to his maximum capacity within the community. Skills and concepts considered appropriate to meeting the long term educational goals are collected from common life experiences. Content is organized into ten life need areas, each representing knowledge and skills that will be needed throughout one's life. These persisting life needs are the most general statements of desired outcome of instruction. They are general goals in the objective hierarchy.

These behavior descriptions at each level serve a dual purpose: 1) It provides an informal standard against which to measure the learner's developing behavior. Even though each learner progresses at his own pace and in his unique style, progress can be documented by noting behavior that approximates the suggested standard, 2) The behavior description can serve as a short term educational goal to assist in the development of instructional units. By noting desired behavior at the next level, a teacher can focus her instructional efforts toward assisting the learner in developing the needed skills and providing appropriate practice for stabilizing the emerging skills.

In Figure IV we find an example of the developmental level descriptions for the curriculum item Traffic Light. For this item, the first behavior expected from the learner is that of identifying a traffic light. The next level has the student identify the appropriate colors. As we continue, we see the student is next asked to perform the appropriate corresponding action, with physical and verbal cues. Step 5 has the student performing the task with verbal cues only, by the final step the student performs the appropriate action independent of assistance. This change from physical and verbal assistance, to verbal assistance and finally no assistance, represents a change in the direction of skill development and independence. Therefore, the change is progress. From one level to another, learning activities and appropriate practice guide the learner to achieve the successive level.

In addition, each of these developmental levels is associated with a skill description and a list of instructional activities to assist the teacher in planning. The skill description more specifically defines the behaviors or skills necessary to attain mastery of each level. These descriptions, located in the center of the page, are also intended to assist the teacher in designing instructional procedures to best meet the needs of individual students.

Finally, a list of equipment and materials accompanies each curriculum item. Found on the right side of Figure IV, this column contains suggestions for books and audio-visual materials that will further serve to assist the teacher in program planning. Where applicable instructions for the creation of simple and inexpensive teacher prepared materials are also listed.

ASSESSMENT

Since the individualization of instruction is a necessary component of the educational program for the child with exceptional educational needs, evaluation is by no means a static principle, but rather an ongoing process serving many needs on a day to day basis. For this reason alone, a comprehensive record keeping system should be maintained to evaluate individual progress. Thus, an assessment instrument serves the following objectives:

1. Provides a pre-instructional assessment of a child's educational attainment.
2. Identifies particular curriculum content area deficiencies which will assist the teacher in organizing the most comprehensive and relevant instructional program for the learner.
3. Provides the teacher with a convenient method of record-keeping for measurement of learner achievement, identification of additional educational needs and communication of this information to other professionals, to teachers and to parents.

Charts A, B, and C illustrate the use of this guide for assessment purposes. Charts A and B show two options for use of a form to assess the current instructional program. Chart A is an illustration of one student being assessed on selected items within the curriculum. Chart B shows many students being assessed on one item within the curriculum. Chart C is intended to assess the progress of a student in one particular content area of the curriculum. All of these forms can be utilized for assessing achievement from when a student enters the program as well as a record keeping instrument for periodic checks

Current Instructional Program Assessment

Name/Curriculum Item	
Johnny	

No Chance
To Observe

DEVELOPMENTAL LEVELS

[illegible]

Current Instructional Program Assessment

No Chance
To Observe

Name/ Curriculum Item	Buttons
1. Introduction to the Course	10
2. History of the Course	10
3. Course Objectives	10
4. Course Structure	10
5. Course Materials	10
6. Course Evaluation	10
7. Course Schedule	10
8. Course Policies	10
9. Course Contact Information	10
10. Course Summary	10

DEVELOPMENTAL LEVELS

[illegible]

Curriculum Items/Names

CHART C

Content Area Assessment

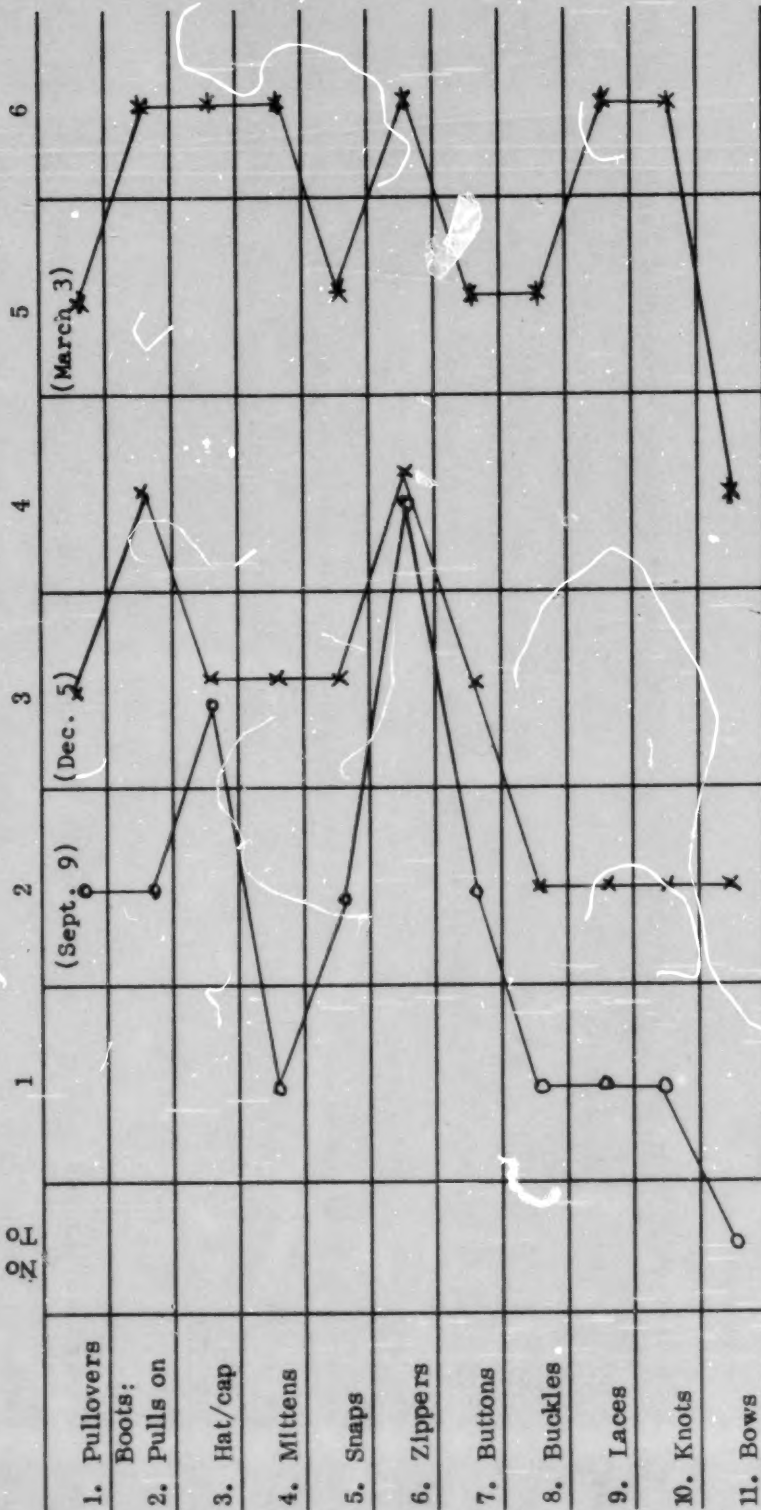
Persisting Life Need: Learning To Keep Healthy

Content Area: To Develop and Maintain Skills Of Dressing Oneself

Name _____

To Observe
No Chance

DEVELOPMENTAL LEVELS



Progress can be followed and illustrated graphically with this assessment instrument for any chosen content areas of the curriculum. For each student such a set of evaluation profiles aids programming and record keeping. (O) - PRE-INSTRUCTION, (X) - FIRST-EVALUATION, (*) - SECOND-EVALUATION. The use of O, X and * is one way of identifying evaluations. The teacher may wish to use other methods such as colors or letters.

of progress.⁷ While the form illustrated in Charts A and B can be used for current assessment of progress, the form illustrated in Chart C can provide updated profiles of the child's learning progress over several months or years in particular areas of the curriculum.

In addition to measuring entry skills and learning achievement, systematic evaluation of the child's skills can assist the teacher in identifying instructional priorities. Periodic re-evaluation and goal oriented teaching keep the teacher constantly aware of which objectives, or parts of objectives, the learner has mastered, and thus, assists the teacher to tailor the individual's program by careful selection of curriculum content. The teacher can also develop additional objectives to meet the specific educational needs of the students.

This program assessment instrument is not intended to serve as a single record keeping system for pupil progress. It is intended to supplement established procedures and provide a common basis for programs not presently recording such progress in a systematic manner.

CONCLUSION/SUMMARY

The ultimate goal of the Persisting Life Needs Program Model is to improve the learning of the child with exceptional educational needs. To achieve this, the curriculum is organized around a hierarchy of objectives. The most general objective is the persisting life need followed by content area, curriculum item and developmental levels within each curriculum item.

⁷ Charts for assessing achievement are located in the appendix of this publication.

When the student masters each curriculum item, and ultimately content area, he becomes more skilled in the activities that relate to achieving Independence in each persisting life need. To aid the teacher in programming and to assist in record keeping, this guide also includes a functional assessment instrument.

PERSISTING LIFE NEED #1: LEARNING TO COMMUNICATE IDEAS

Introduction	1
------------------------	---

Content Area I: Visual Perception Skills

1.) Visually Attends to Stationary Object	2
2.) Visually Focuses on a Moving Object	3
3.) Eye-Hand Coordination	4
4.) Separation Figure Ground	5
5.) Discrimination of Object, Pictures, Symbols	6
6.) Matching Object, Pictures and Symbols	7
7.) Completes Incomplete Visual Images	8
8.) Sort Visual Images into Appropriate Groups	9
9.) Relates Stored Visual Memory to Immediate Environment	10
10.) Repeats the Sequence of Object, Pictures and Symbols	11

Content Area II: Auditory Perception and Receptive Language Skills

1.) Identifies Source of Sound	12
2.) Identifies Sounds as Generally Alike or Different	13
3.) Discriminating Between Different Volume Levels of Sound	14
4.) Discriminating Between Notes	15
5.) Follows Beat of Sound, Song, etc.	16
6.) Classifies Sounds	17
7.) Repeats Sound Sequence	18
8.) Follows Instructions of "Yes", "No"	19
9.) Points to Own Possessions upon Command	20

Content Area III: Tactile, Gustatory & Olfactory Skills

1.) Identifies Objects by Touch	21
2.) Matches Objects/Substances by Touch	22
3.) Repeats Sequence by Touch	23
4.) Identification and Discrimination of Substances by Taste	24
5.) Olfactory Identification and Discrimination	25

Content Area IV: Expressive Language

1.) Establishing Eye Contact	26
2.) Produces Single Sounds	27
3.) Indicates "Yes", "No"	28
4.) Identification of Objects Found in the Student's Environment	29
5.) Identifies One's Own Possessions	30
6.) Label Actions	31
7.) Make two-three Word Phrases	32
8.) Uses Articles and Conjunctions Correctly when Speaking	33
9.) Ask Questions	34

PERSISTING LIFE NEED #1: LEARNING TO COMMUNICATE IDEAS (Continued)

Content Area V: Color Recognition

- 1.) Identifies Nine Basic Colors 35
- 2.) Identifies Colors as Being Alike or Different 36
- 3.) Identifies Shades and Tints 37

Content Area VI: Functional Writing Skills

- 1.) Holds Writing Utensil Properly 38
- 2.) Performs Circular Movement with Hand and Arm 39
- 3.) Traces Simple Line Drawing 40
- 4.) Can Follow Left to Right Progression 41
- 5.) Copies Structural Patterns (manuscript) 42
- 6.) Copies Structural Patterns (cursive) 43
- 7.) Writes Name (manuscript) 44
- 8.) Writes Full Name (cursive) 45
- 9.) Writes on a Level Plane 46
- 10.) Writes Small Letters of Alphabet into Words (manuscript) 47
- 11.) Writes Small Letters of Alphabet into Words (cursive) 48
- 12.) Writes Capital Letters of the Alphabet (manuscript) 49
- 13.) Writes Capital Letters of Alphabet (cursive) 50
- 14.) Transposes Printed Material to Cursive Form 51

Content Area VII: Functional Computational Skills

- 1.) Rote Counting 1-10 52
- 2.) Identifies Numerals 1-10 53
- 3.) Matches Numeral with Correct Number of Symbols 54
- 4.) Concept of Quantity - Big/Little 55
- 5.) Concept of Quantity - Long/Short 56

- 6.) Concept of Quantity - One/Many 57
- 7.) Writes Numerals 0-9 58
- 8.) Performs Simple Addition 59
- 9.) Performs Simple Subtraction 60
- 10.) Concept of Tens 61
- 11.) Performs Borrowing and Carrying in Subtraction or Addition 62

Content Area VIII: Functional Reading Skills

- 1.) Left to Right Progression 63
- 2.) Sight Vocabulary, Own Name and Names of Peers/Family 64
- 3.) Sight Vocabulary: Names of Colors 65
- 4.) Sight Vocabulary: Functional Signs 66
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PERSISTING LIFE NEED #1

Learning To Communicate Ideas

Learning To Communicate Ideas provides specific suggestions for development of essential perceptual and cognitive habits and skills needed to listen, speak, read, write and manipulate concepts.

PLN NO. 1: Learning to Communicate Ideas

Content Area 1: Visual Perception Skills

Item No. 1: Visually Attends to Stationary Object

PREREQUISITE SKILLS

Visual Acuity
Receptive Language
Ability to Imitate

RELATED CONTENT ITEMS

Establishing Eye Contact P. 26, P. 78

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student blinks eyes when large object is pushed toward him.	Teacher presents large solid colored object (balloon, ball, stuffed animal, etc.) quickly toward student's face to initiate reflexive blinking response. It is recommended that the teacher remain silent when presenting object to insure that the student is responding to visual cue of object rather than an auditory cue of teacher.	Objects such as balloons, balls, stuffed animals and blocks, dolls
3.) Student momentarily looks at object placed a short distance from eyes.	Teacher places large, bright object that interests child a comfortable distance from student's eyes. Student momentarily looks at object. As an alternative to an object, teacher can place her finger approximately six inches from student's eyes. Following verbal cue "Look", student responds by scanning finger. The more stimuli presented, the more difficult for student to focus on items presented.	
4.) Student momentarily looks at object placed approximately arms length from eyes.	Teacher places large, bright object that interests child approximately two feet from student's eyes. Student responds by momentarily scanning it. As an alternative, teacher again places finger approximately six inches from student's eyes. Following verbal cue "Look", student responds by scanning finger, as teacher pulls her finger back to approximately two feet.	
5.) Student consistently attends to an object in visual field for two seconds.	Teacher presents object in student's visual field approximately two feet from student's eyes. Following verbal cue "Look", student responds by focusing on object for a minimum of two seconds. Teacher should present object within a 45 degree angle from student's eyes in both right and left visual fields. As an alternative, following verbal cue "Look", student follows teacher's finger as she slowly moves it from a six inch distance to a block (or other object) placed on the table in front of him.	
6.) Student consistently attends to an object in visual field for five seconds.	Teacher presents object in student's visual field approximately two feet from student's eyes. Following verbal cue "Look", student responds by focusing on object for a minimum of five seconds. To insure that student is attending to block, teacher can request that student "Tap block". Student responds by tapping block with his finger for at least five seconds. Teacher may model task initially.	

PLN NO 1: Learning to Communicate Ideas

Content Area 1: Visual Perception Skills

Item No. 2: Visually Focuses on a Moving Object

PREREQUISITE SKILLS

Visual Acuity
Receptive Language
Ability to Imitate
Ability to Follow Multiple Directions

RELATED CONTENT ITEMS
Establishing Eye Contact P. 26, P. 78

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student focuses on a slowly moving large object placed in front of him.	Student visually focuses on an object (toy or food) presented at eye level, that is slowly brought toward him and slowly taken away. Teacher holds large object at student's eye level and slowly moves it toward the student and slowly moves it away.	Stuffed animal Squeak toy Hall Block Rattle Food (oranges, apple, cake, candy, pop, etc.)
3.) Student attends to an object that is slowly moving in his visual field.	Student visually attends to an object that is slowly moving right to left, left to right, in and out of his visual field. Teacher slowly moves a large object (toy or food) of interest to the student; from left to right and right to left in and out of child's visual field.	
4.) Student follows an object as it is moved up and down and left and right within visual field.	Student visually follows a toy or food that is slowly moved up and down and from right to left, left to right, in and out of his visual field. Teacher slowly moves a large object of interest to the student, up and down in front of him and right and left in and out of his visual field.	
5.) Student follows a slowly moving object as it is moved in and out of visual field.	Student visually follows a slowly moving object as it is moved in and out of his visual field. Teacher slowly moves a large object of interest to the student, in and out of his visual field. Student sits facing teacher. From behind the student's head teacher slowly moves a large object of interest around to the front of his head, into his visual field.	
6.) Student visually tracks a moving object in immediate environment.	Child visually tracks a slowly moving object in his environment. Teacher slowly moves a large object of interest towards the student within his immediate surroundings. Student should be allowed to play with toy if he reaches out for it.	

PL. NO 1: Learning to Communicate Ideas

Content Area 1: Visual Perception Skills

Item No. 3: Eye-Hand Coordination

PREREQUISITE SKILLS

Visual Acuity
Receptive Language
Ability to Imitate

RELATED CONTENT ITEMS
Attention P. 79

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student momentarily focuses eyes on hand.	Student momentarily looks at hand when it is stimulated accordingly: Teacher holds student's hand and touches it with different stimuli such as lightly slap hand, poke with blunt object, put ice on hand, to encourage a response.	Rattle Food (candy, cake, marshmallows, ice cream soda pop) Tupperware- "Shape Reil" Play School Inc. Shoe on Wheels Mailbox Creative Playthings Lacing Cylinder Large Beads to String
3.) Student momentarily focuses on a hand as it is manipulated.	Student focuses on his hand momentarily as the child's hand is manipulated by either himself or the teacher. Teacher holds the student's hand in a stationary position and either manipulates or causes the student to move parts of his hand.	
4.) Student visually tracks moving hand.	Student visually follows his hand as it moves. Teacher places an object of interest to the student in the student's hand and moves the hand.	
5.) Student visually monitors hand activities and movements.	Student inconsistently focuses eyes on finger or hand movements. Teacher presents one of student's favorite foods within his reach and alternating the position of the food in order to elicit proper response.	
6.) Student monitors manipulative hand movements.	Student periodically focuses eyes on hand movements. Teacher presents a toy which requires student to put a specific object in designated holes. Watch for correct eye movements.	

PLN NO 1: Learning to Communicate Ideas

Content Area 1: Visual Perception Skills

Item No. 4: Separation Figure Ground

PREREQUISITE SKILLS

Visual Acuity
Ability to Imitate
Attending Behavior

RELATED CONTENT ITEMS
Establishing Eye Contact P. 26, P. 78

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student momentarily focuses on one of two objects placed in front of him.	Student visually attends briefly to one of two objects, placed in front of him on a neutral surface. Teacher places two objects at varying positions in front of the student, directing student to look at specific one.	Primary Peabody, Level 1-AGS Frostig Program, Educational Corp. Plain in. cubes, Developmental Learning Materials
3.) Student attends to a specific large object in front of him in a background of other objects.	Student visually attends and reaches for one large object surrounded by smaller objects. Teacher places on tray, cookie sheet, etc., one large brightly colored object of interest to the student (i.e., stuffed animal, bottle of pop, etc.) among 8 building blocks. Teacher presents this to the student, rewards by allowing student to play with large object.	
4.) Student focuses on a specific object in visual field from a background of other images.	Student will be able to correctly select a specific object from a background of related objects on a two-dimensional surfaces. Teacher selects the farm animal cards from Primary Level Peabody Kit Language Kit and arranges them into a group. Teacher instructs the student to select a particular animal card.	
5.) Student attends to a specific object in his immediate environment.	When directed, the student will select a specific object in the classroom. Teacher familiarizes the student with 2-5 basic stationary objects in the room (i.e., door, window, chalkboard) Teacher then positions the student at varying distances and angles from the objects in the classroom and asks the student to locate these specific objects. Progress from simple to more difficult objects and positions in the classroom.	
6.) Student selects and attends to a specific image from a background of other images.	Upon direction, the student will select and visually attend to a specific object from a background of other objects on a two-dimensional surface. Teacher presents worksheets (from or similar to the Frostig program) to the student. Teacher then guides the student in completing the worksheet correctly, monitoring frequently.	

PLAN NO 1: Learning to Communicate Ideas

Content Area 1: Visual Perception Skills

Item No. 5: Discrimination of Object, Pictures, Symbols

PREREQUISITE SKILLS

Object Recognition
Receptive Language
Ability to Imitate

RELATED CONTENT ITEMS

Establishing Eye Contact P. 26, P. 78
Attention P. 79
Following Simple Directions P. 80

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student focuses momentarily on a specific object.	Student focuses his eyes on one of three designated objects placed within his visual field. Teacher places three different, familiar objects, i.e., ball, block, car, doll, in front of the student within his visual field. Teacher then directs the student to: look at ball, etc.	Visual Discrimination Books, Developmental Learning Materials Visual Discrimination, Level A, Continental Press Inc. Discrimination Cards, Developmental Learning Materials Inc. Language Expression Circles, Developmental Learning Materials, Inc. The Frostig Program, Follett Educational Corp., Peabody Language Kit, Primary Level, Peabody Language Kit, Level I American Guidance Service Cubeduc Blocks, Educational Teaching Aids Blocks Ralls Small Toys
3.) Student identifies a specific object by touching it.	Student touches one of three designated objects placed within his visual field. Teacher places three different familiar objects, i.e., ball, block, car, doll, in front of the student within his visual field. Teacher then directs the student to: touch ball, etc.	
4.) Student identifies like objects.	Student will point to two like objects out of a group of three objects when requested to identify the two that are the same. Teacher presents two blocks and one ball to the student and requests him to point to the two like objects.	
5.) Student selects like objects from a group of objects.	The student will be able to isolate three or more like objects from a group of ten objects. The teacher places, on a tray, three like objects together with three to seven unrelated objects and presents the tray to the student. The student then picks out those that are the same. Progress, making the similarities less obvious.	
6.) Student detects differences among visual images.	Student will identify those objects that are alike on a printed page as being the same. Using Visual Discrimination Book #1 (Developmental Learning Materials), the teacher places a one inch cube in the colored square (upper left hand corner). Upon identifying the object in the square, teacher instructs the student to place his cube on the square which contains the same object.	

PLN NO. 1: Learning to Communicate Ideas

Content Area I: Visual Perception Skills

Item No. 6: Matching Objects, Pictures & Symbols

PREREQUISITE SKILLS

Visual Acuity
Ability to Imitate
Gross and Fine Motor Coordination

RELATED CONTENT ITEMS

Establishing Eye Contact P. 26, P. 78
Attention P. 79
Following Simple Directions P. 80

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student momentarily focuses on pairs of like objects.	When presented with like pairs of objects (1-3 pairs), the student will briefly visually attend to these pairs of objects. Teacher presents two balls that are identical in size and color to the student. Teacher stimulates the student in such a way that he will focus on the balls: (i.e., tapping object, turning student's head toward objects, leading student's hand to object etc.) Teacher presents 2 or 3 pairs of like objects to student such as ball, blocks, dolls, and stimulates the student to look at these objects.	Edu-Card Mfg. Corp. Picture Lotto Paul S. Amidon & Assoc. Do-It-Book Small dolls Small plastic animals Blocks Children's clothing Balls Small toy cars
3.) Student matches a designated object to one in front of him.	Given a specific object, the student must match it to one of three objects in front of him. Teacher places a ball, block and small doll in front of the student. Teacher hands him a block identical to the one in front of him and requests that he put it next to the object that is like it. Teacher places three zoo animals, farm animals, or different colored blocks in front of the student. Teacher presents one identical object to the student and has him place this object next to the one like it or has him pick up the like object.	
4.) Student puts two like objects together.	When presented with three objects, two being identical, the student can place the two like objects together. Teacher places a pair of mittens, a hat and a boot in front of the student. Teacher then instructs the student to select the like items. Teacher places in front of the student a block, two different but similar cars and a small plastic animal. She then requests the student to separate from the group the two objects that are the same.	
5.) Student pairs like objects in a group of objects.	Teacher places on a tray (start with five objects) two identical toy cars, a block and two identical balls and then requests that the student match like objects. Teacher places on a table the different mittens of the students in the class. Teacher then asks the student to pair the mittens.	
6.) Student combines like objects, pictures and symbols.	When presented with three groups of objects, pictures, or symbols, the student can pair them correctly. Teacher instructs the student in playing a game of "Farm Lotto" (a game of matching a picture card with one of the pictures on a four picture card in front of the student). Teacher presents pages from the "Do-It Book" and corresponding cards to the student and requests that the student place the correct card on the printed symbol. (i.e., number page, alphabet page, shape page)	

PLAN NO. 1: Learning to Communicate Ideas

Content Area I: Visual Perception Skills

Item No. 7: Completes Incomplete Visual Images
(Visual Closure)

PREREQUISITE SKILLS

Visual Acuity
Ability to Imitate
Receptive Language

RELATED CONTENT ITEMS

Establishing Eye Contact P. 26, P. 78
Attention P. 79
Following Simple Directions P. 80

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies a visual image in front of him.	Student identifies by gesture or orally a picture placed in front of him. The teacher presents Peabody Picture Cards to the students one at a time and has the students identify the image.	Developmental Learning Materials People Puzzles Animal Puzzles American Guidance Service Inc. Primary Level Peabody Kit Developmental Learning Materials Body Image Spirit Masters, Level I & II Paul G. Amidon & Assoc. Inc., Mark Away Continental Press, Spirit Masters for Visual Perception Skills
3.) Student secures a partially visible visual image.	Student removes a white card that is partially concealing a known picture of an object and identifies by gesture or orally the object. The teacher will take a large simple object of an animal and cover a portion of it with a plain piece of paper. The student will remove the paper and be able to identify the animal he sees. Using a simple puzzle, the teacher will remove a piece of it and present it to the student. The student replaces the missing piece and identifies what the puzzle is of.	
4.) Student identifies a partially visible object.	Student identifies by gesture or orally an object that is partially concealed by a neutral visual barrier. The teacher places a blanket over a large doll and asks the student to identify that which is partially hidden is the doll. A student in the classroom stands behind a divider sticking out an arm and leg so that the other students can see them. The teacher will then ask another student to identify who is behind the divider.	
5.) Student completes an incomplete object.	Student can complete a simple drawing of an object and identify same. Teacher presents DLM body image worksheets to the student. The student identifies the missing parts of the body and fills in the missing parts. Teacher presents Mark-away worksheets to the student. The student must complete the partial pictures given.	
6.) Student consistently completes partial objects, pictures and symbols.	Student can complete and identify correctly a partial visual image presented. Student can correctly complete a DLM People Puzzle when it is presented to him by the teacher. Teacher selects a worksheet (Continental Press) of a rectangle and another one divided into parts. Have the student match the parts to form a rectangle.	

PLN NO. 1: Learning to Communicate Ideas

Content Area 1: Visual Perception Skills

Item No. 8: Sort Visual Images into Appropriate Groups

PREREQUISITE SKILLS

Visual Acuity
Visual Discrimination
Receptive Language
Ability to Imitate

RELATED CONTENT ITEMS

Separation Figure Ground P. 5
Eye Hand Coordination P. 4

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student removes a dissimilar object from a group of similar objects.	When presented with four objects (3 identical), the student will remove the dissimilar object from the group. The teacher will have prepared a tray, a child's hat with a group of the children's mittens. Teacher then asks the student to remove the item that does not belong.	Children's clothing Silverware Small plastic animals Developmental Learning Materials, DLM box American Guidance Service Inc., Primary Level Peabody Kit
3.) Student puts a specific object into proper category.	When given one object, the student will be able to place the item in one of the two groups of objects placed in front of him. With a minimum of two groups of objects in front of the child - one group of crayons and one group of erasers, the student will be able to put the crayon handed to him in its proper group.	
4.) Student puts a specific object into appropriate category.	When given one object, the student will be able to place the item in one of the two categories of objects placed in front of him/her. Teacher places 3 boxes in front of the student, farm animals, wild animals and pets. The teacher gives the student a specific animal and instructs him to put it in the proper box.	
5.) Student groups visual images according to similarities and differences.	The student will sort four pictures given to him, into two groups according to similarities. The teacher will have a group of pictures of cars, a tractor and a fire engine. Teacher will have the student remove the dissimilar pictures. A worksheet will be prepared of a collie, a cat, a sheepdog, and a fish. The teacher will have the student identify those pictures that are similar.	
6.) Student consistently organizes visual images into proper categories.	The student will sort a series of pictures given to him into proper groups according to similarities. Using the DLM visual discrimination box, the teacher will have the student sort the blocks of color discrimination into their proper slots. Using Primary Level Peabody Cards, the teacher selects a minimum of 5 cards from the categories of food, vehicles, and household items. Teacher instructs the student to group the cards accordingly.	

PLN NO 1: Learning to Communicate Ideas

Content Area 1: Visual Perception Skills

Item No. 9: Relates Stored Visual Memory to Immediate Environment

PREREQUISITE SKILLS

Visual Discrimination

Receptive Language

Ability to Imitate

RELATED CONTENT ITEMS

Establishing Eye Contact P. 26 P. 78

Attention P. 79

Following Simple Directions P. 80

Sorting by Color Discrimination P. 399

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student sorts objects according to sizes, shape and/or color.	Student sorts objects according to two criteria, i.e., size and shape or size and color, into appropriate category. Using DLM large parquetry blocks, the teacher will have the student sort the blocks according to their color and their shape. The teacher will present a page from the Do-It-Book, i.e., shapes page, the student must sort the felt shapes and place them in the proper places on the page.	Developmental Learning Materials, Image parquetry blocks Paul S. Ainedon & Assoc. Inc., Do-It-Book American Guidance Service Inc. Primary Level Feetbody Kit Small toys Stuffed animals Children clothing
3.) Student matches a related object to a specific visual image.	Student matches an object to a picture: The teacher presents the pictures of a bear, a boy and a ball to the student. The teacher gives a teddy bear to the student and asks him to identify the picture that is similar to the object he is holding. The child will be given a cookie. In front of him will be pictures of cookies, a cake and pie. He will then be able to match his cookie to the pictures of cookies.	
4.) Student matches specific visual image to related images.	The student can recall similar properties of related pictures/objects and match them according to usage, seasons, etc. The teacher will have a chart of Christmas ideas (Christmas tree, Santa, presents, etc.). The student can then select a group of seasonal pictures - those that go with the Christmas holidays. The teacher presents a picture of objects to the student - contents - fork, spoon, knife, plate, glass, car, comb, etc. (8-10 objects). The teacher then asks the student to select those items he uses for eating.	
5.) Student identifies visual images from memory.	When given an object, the student will remember specific experiences related to the object and verbally relate and describe orally the object to the correct visual image. Teacher will scribble on a paper before the student. She will then present pictures of a pencil, a doll and a ball and ask the student which image made the marks on the paper. The teacher has the student take off his socks and shoes and put them on again several times. Put a shoe on the table and show the student pictures of a sock, ball, hat and ask child to identify picture that goes with a shoe.	
6.) Student uses memory to decode visual images.	The student can describe properties of a given object or picture and relates the object to his immediate environment. Teacher talks to student about the type of clothing we wear in the winter. Collect several pictures of clothing for different weather conditions. Ask the student to select the correct clothing pictures for winter.	

PLN NO 1: Learning to Communicate Ideas

Content Area 1: Visual Perception Skills

Item No. 10: Repeats the Sequence of Objects, Pictures and Symbols

PREREQUISITE SKILLS

Eye-Hand Coordination

Ability to Imitate

Receptive Language

Visual Discrimination

RELATED CONTENT ITEMS

Establishing Eye Contact P. 26, p. 78

Attention P. 79

Following Simple Directions P. 80

Sorting by Color Discrimination P. 399

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies objects in order after teacher's demonstration.	Teacher places a minimum of three objects (i.e., ball, block, ball) in a straight line in front of the student. Student identifies each item moving from left to right. Teacher sets one place at a table using fork, plate, knife, spoon. The student identifies these objects using a left to right progression.	Ideal Sequencing Beads Peabody Language Kits Small cubes or blocks Small balls Beads and string
3.) Student places object in correct place in sequence after teacher's demonstration.	The teacher places a block-ball-block-ball-()-ball-block sequence on table and asks the student to put the correct object in the empty space. Using the small cubes or blocks, the teacher places them in a red-blue-red-blue (or other two colors) sequence. Teacher gives the student two blocks, one red and one blue, and instructs the student to place them after the given sequence in correct order.	
4.) Student copies the given sequence of objects after teacher's demonstration.	Using the Ideal sequencing beads, the teacher presents a card pattern to the student and instructs him to string the appropriate beads in the order shown by the cards. Using the Peabody color sequencing chips, the teacher starts out with the three primary colors - red, blue and yellow. The teacher has the student choose and put together three chips to create an identical sequence.	
5.) Student recalls and reproduces a given sequence of objects after teacher's demonstration.	Using the Peabody colored chips, the teacher makes a sequence of at least three chips (e.g., red, blue, green). Teacher shows chips in sequence to the student and takes it away. The student reproduces the color sequence. Teacher lines three students in a row and has the student learning sequencing observe this row. All three students sit down. The student learning sequencing must identify the order of the students in the row and place them in that order.	
6.) Student reproduces the correct sequence of objects, pictures or symbols previously presented independently.	Teacher presents a sequence of objects, pictures, and symbols to the student and allows the student to observe them. The teacher arranges a series of pictures of a house (identical except for size) in a progressive order from small to large. After the student has looked at the pictures they are removed and shuffled. The student will then lay the cards down in the correct sequence. The teacher presents 4 pictures of a simple activity in correct sequence. After discussing the pictures with the student, the teacher changes the sequence. The student must arrange them in proper sequence. Also use activity of removing one object from a sequence and have student identify which one is gone.	

PLN NO 1: Learning to Communicate Ideas

PREREQUISITE SKILLS

Content Area II: Auditory Perception and Receptive Language Skills

Auditory Discrimination
Ability to Imitate

Item No. 1: Identifies Source of Sound

RELATED CONTENT ITEMS

Establishing Eye Contact P. 26

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Students make reflexive movement in response to a human voice.	Teacher speaks to the child in a structured non-stimulating environment. When child moves reflexively, either by turning head or waking motion in direction of the sound source, teacher should reward. Verbal cues such as, "Look at me, Look," etc. may be used.	Chairs Table Room dividers to lower distractability within the classroom setting.
3.) Student turns head in an attempt to locate sound of a human voice.	Teacher says "Hi" out of child's visual field in a structured non-stimulating environment and rewards the child for turning his head. Physical assistance may be necessary to demonstrate to the student the location of the sound source.	
4.) Student makes reflexive movement when name is called	Teacher calls child's name in a structured non-stimulating environment and rewards for reflexive movement. Student will be expected to turn in direction of the sound source. Physical assistance and verbal guidance may be necessary.	
5.) Student turns head in direction of speaker when name is called. Teacher uses visual cue to aid the student.	Teacher calls child's name out of his visual field. Child turns head in the correct direction. Teacher will have the student attend to the index finger as well as the verbal cue.	
6.) Student responds in a consistent way when his name is called.	Teacher calls child's name out of his visual field. Child turns head in the correct direction. Reward the child immediately for correct response. Guide the student through the task if necessary.	

PLN NO 1: Learning to Communicate Ideas

PREREQUISITE SKILLS

Content Area II: Auditory Perception and Receptive Language Skills

Auditory Discrimination
Ability to Imitate

RELATED CONTENT ITEMS

Attention P. 79
Following Simple Directions P. 80

Item No.2: Identifies Sounds as Generally Alike or Different

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student responds differently to grossly different sounds produced within his view.	Teacher produces two different sounds in front of student (e.g., shaking a bell, tapping, a drum), and student reacts to one by standing, to other by sitting. Same sound may be repeated so that student does not change response. Several sounds may also be presented. Student responds to only one of them. If student is capable enough, he may like to respond instantly to sounds produced in rapid sequence.	Various items for making sounds, like bell, drum, shaker Recordings of animal sounds, telephone, bell, alarm clock
3.) Student responds differently to grossly different sounds produced by sources out of his view.	At first, same sounds can be used again using same activities and other sounds can be introduced later. A screen prevents student from seeing source of sound. Teacher presents recordings of animal sounds which student may differentiate. (Also sounds that are familiar to student.)	
4.) Student responds differently to sounds that are different along one dimension only.	Dimensions may include pitch, volume, rhythm, etc. Teacher softly taps shaker in her hand and then loudly taps shaker, and student indicates if same or different by standing or sitting, or by saying if same or different. Upon blindfolding student, teacher walks, runs, hops, and student shows he recognizes differences. Teacher presents recordings of a telephone, a bell and an alarm clock in similar activity.	
5.) Student responds as appropriate to sounds that are different and sounds that are alike.	Student compares two sounds presented by teacher. Student verbally identifies each set of two sounds presented as "same" or "different" (Student is not shown source of sound). Student may also identify sources of sound.	
6.) Student independently identifies sounds as alike or different in all kinds of situations.	Student may present sounds for teacher (or other students) to respond to. Teacher intentionally responds "Incorrectly" and student corrects teacher. Student may then speed up presentation.	

PLN NO 1: Learning to Communicate Ideas

Content Area II: Auditory Perception and Receptive Language Skills
Item No. 3: Discriminating Between Different Volume Levels of Sound

PREQUISITE SKILLS
Auditory Discrimination
Eye-Hand Coordination
Ability to Imitate

RELATED CONTENT ITEMS
Attention P. 79
Following Simple Directions P. 80
Role Playing P. 104-105

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student produces sound that is soft or loud upon teacher's instruction and following teacher's example.	Teacher beats drum softly (or loudly) after telling student he will beat it softly (or loudly). Student, using another drum, beats softly and loudly along with teacher when verbal cues "soft" and "loud" are given. Two transistor radios may be used for similar activity.	Drums or other musical instruments Transistor radios T. V. set Tuning fork Different kinds of shoes (e.g., boots, tennis shoes, clogs)
3.) Student produces sound that is soft or loud upon teacher's instruction only.	Student beats drum or other percussion instrument (or turns volume control of transistor radio) loudly or softly upon teacher's verbal cue. Roles may be reversed: Student may ask teacher (or other student) to make loud or soft sound, and student will indicate if sound is made correctly. (Teacher may intentionally make "mistakes" for student to correct.)	
4.) Student gradually increases volume of sound upon teacher's instruction and following teacher's example.	Teacher uses transistor radio or T. V. set to demonstrate. When teacher gives verbal cue "louder" or "softer" teacher gradually turns volume up or down accordingly. Student repeats the task. Teacher sings familiar song with student, increasing and decreasing volume gradually upon command. Teacher may use radio or tuning fork, and student indicates, as sound grows softer, when it becomes inaudible.	
5.) Student gradually increases/decreases volume of sound upon teacher's instruction only.	Given a specific object (e.g., radio, tin can), student is instructed by teacher to produce louder and softer sounds. Clapping may also be appropriate here.	
6.) Student independently discriminates between different volume levels of sound.	Student walks on different surfaces (e.g., planks, carpeted floor) with clogs/boots/tennis shoes/bare feet, and tells teacher which way produces more or less sound. Student may also run, tip-toe, stamp feet, etc. Students compete to see who can walk silently or most softly. Judges place ears against floorboards to listen as contestants walk by. Students may role-play people in different moods (e.g., sad, angry, excited), and talk as such people do. Students note that emotional states are reflected by volume levels of voice used.	

PLN NO 1: Learning to Communicate Ideas

PREREQUISITE SKILLS

Auditory Discrimination
Ability to Imitate

RELATED CONTENT ITEMS

Learning To Sing With Others P. 644

Content Area II: Auditory Perception and Receptive Language Skills

Item No. 4: Discriminating Between Notes

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student reacts differently to high and low notes.	Using a piano, teacher plays a high and a low note, telling student which is high and which low. Student then reacts differently to given high and low notes by, for example, saying if note is "high" or "low" or by raising his hand, or by standing, up to either one note or the other. This can be done with other students in a game, seeing who reacts correctly or not to note. For generalization, teacher plays high notes on different instruments (e.g., piano, small bell, auto harp) and student correctly identifies note as high. Low notes are used similarly.	Various musical instruments (e.g., piano, bells, auto harp, xylophone, kazoo) Recordings of common sounds (animals, household sounds)
3.) Student produces high and low notes upon teacher's cue.	Given instruction to make high or low note, student strikes appropriate key on, for example, a xylophone, piano, or makes sounds with a kazoo, or says given word(s) in low or high pitched voice.	
4.) Student recognizes note played twice as same note.	Teacher plays one note after another; second note may be same or different. Besides having student simply state if what is played is same or different, teacher may use activities of level #2. Teacher may wish to start with two different notes that are far apart, then work gradually to different notes that are closer.	
5.) Student produces sounds of increasingly higher or lower notes on teacher's instruction.	After teacher's demonstration, student may do this on teacher's instructions on xylophone, piano, harmonica, etc. Teacher leads students in singing familiar songs, singing increasingly higher or lower with students on verbal cues "higher" or "lower". Students eventually do this when teacher gives the verbal cues only. Students imitate animal sounds, starting from highest to lowest sounds (e.g., from mice to dogs to frogs).	
6.) Student independently discriminates between notes.	Students compete to see who can sing lowest or highest (e.g., using "Old McDonald's" line, "Ee-al, ee-al oh", going lower or higher till the maximum is reached at the "oh"). Other students judge. Teacher plays recordings of different types of sounds (e.g., animals--cow mooing, rooster crowing; household sounds--water running, phone ringing, tea pot of water boiling). Students indicate which are higher or lower.	

PLN NO 1: Learning to Communicate Ideas

Content Area II: Auditory Perception and Receptive Language Skills

Item No. 5: Follows Beat of Sound, Song, etc.

PREREQUISITE SKILLS

Auditory Discrimination

Ability to Imitate

Gross and Fine Motor Coordination

RELATED CONTENT ITEMS

Learning To Slog With Others P. 644

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Students follow beats of different speeds with teacher's demonstration.	Students sway left and right according to beat of metronome. When teacher says "Faster", metronome is speeded up. This can be repeated until the beat is quite fast. Then teacher says "Slower" and beat is slowed down. This is repeated until beat is very slow. In a variation, students may sway with "click" of metronome and clap with "ding". Students do a dance step (e.g., slide-slide, hop-hop-hop) following teacher. As in above, they speed up and slow down according to instructions of teacher. Students can say along with teacher "Slide-slide, hop-hop-hop".	Metronome Simple percussion instruments (these can be pans, cups, spoons, ruler, etc.)
3.) Students follow beats at different speeds by themselves.	After starting above activities, teacher allows students to continue swaying, clapping or dancing on their own. May change speed according to instructions of teacher.	
4.) Students follow beats at different speeds in song or rhyme with teacher's demonstration.	Any simple repetitious song may be used (e.g., "This Old Man", "Ten Little Indians", "If You're Happy"). Teacher gives the cue "Faster" or "Slower" for each following verse and leads students in speeding up or slowing down. Students may clap or tap feet or play simple percussion instruments. In "Lion Hunt", teacher leads students in sound and movement of hunter walking through grass (e.g., swish-swish-swish), over thorny ground across river, up and down hill, until they meet lion. Then entire sequence is repeated fast, backwards, as lion chases hunter over same route.	
5.) Students follow beats at different speeds in song or rhyme upon teacher's verbal cue only.	Teacher gives the instruction for students to sing simple songs fast or slow, and may help start them off by conducting with hands or by clapping. Then students continue by selves. Students may continue to follow beat with clapping, tapping, etc. They slow down or speed up beat when teacher says to.	
6.) Students can independently choose and follow rate or beat of song, rhyme, etc.	Students can form small groups which present choral/musical numbers and rhymes to class in "talentime". Students may lead groups or class by conducting with hands or baton.	

PLN NO 1: Learning to Communicate Ideas

Content Area II: Auditory Perception and Receptive Language Skills

Item No. 6 : Classifies Sounds

PREREQUISITE SKILLS

Auditory Discrimination

Gross and Fine Motor Coordination

Receptive Language

RELATED CONTENT ITEMS

Discriminating Between Volumes P. 14

Attention P. 79

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item		
2.) Student shows he can pick out sound that does not belong to a group of sounds presented.	After teacher's demonstration, teacher presents a series of four or five familiar sounds, one of which is grossly different from the others. Student identifies the one different sound. Student can do this by imitating sound. Teacher plays two related notes on the piano followed by a drum beat, and another note on the piano. Student indicates the sound which does not belong. Teacher presents familiar consonant sounds (e.g., c, p, t, d) and a screeching sound. Student stands up upon hearing the unrelated sound.	Tape recordings
3.) Student picks out each of two categories which teacher gives to student.	Teacher tells student that the sounds he will hear are of two types (e.g., animal calls/human voices; machines/voices). Student listens to sounds once through, then tells teacher what kind of sound has been played immediately after each sound is presented again.	
4.) Student identifies two sounds as belonging to one group.	Teacher presents two like sounds and one unrelated sound. Student identifies the two like sounds. Teacher tapes two animal sounds and one household sound from Peabody records. Upon hearing the recording, the student indicates the two sounds that go together. Teacher makes a recording of someone walking, running and crying. Upon hearing the recording, the student will identify the two similar sounds.	
5.) Student sorts sounds into two groups that he identifies.	Teacher presents sounds of two types that are distinctly different from each other, once through; for instance, musical instruments (drum, bell, triangle) and voices (talking, shouting); or animal sounds (cat, dog) and traffic sounds (horn, car engine). Student should tell teacher what kinds of sounds were played. When tape is played again, student informs teacher which of two kinds each sound is, immediately after he has heard it.	
6.) Student shows he discriminates which group sound belongs to.	In game with two competing student groups, students may think up categories of sounds. A student from each group in turn makes a sound from one given category, and gets a point for that. When one group runs out, other group may continue if they still have sounds, thereby earning more points. Students, with teacher's help if needed, decide if each sound is acceptable in a certain category. Teacher may take student for a walk.	

PLN NO 1: Learning to Communicate Ideas
 Content Area II: Auditory Perception and Receptive Language Skills
 Item No. 7: Repeats Sound Sequence

PREREQUISITE SKILLS
 Auditory Discrimination
 Ability to Imitate
 Receptive Language

RELATED CONTENT ITEMS
 Role Playing (Animals) P. 104

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student repeats one sound given.	Student repeats single syllables after teacher. Teacher presents a picture of a cow and tells the student the cow says "moo". Student repeats the sound correctly. Other animal sounds may be used.	Developmental Learning Material Buzzer Board Rhythm Instruments Toy Telephones Book, ball, block Any grocery items
3.) Student repeats a sound sequence of two syllables.	Teacher presents a sequence of nonsense words of two syllables (e.g., di-da, wa-wu, to-je, cha-tha). Student repeats same sequence along with teacher. Student then repeats nonsense words with two syllables, after teacher presents them, by self.	
4.) Student repeats a short sound sequence of more than two syllables.	Words may be used again. Teacher claps out a sound pattern and the child is able to imitate in proper sequence the identical pattern. Using a buzzer board or comparable equipment, teacher produces a sequence of sounds. Student repeats sequence.	
5.) Student repeats a verbal sequence with meaning given by teacher and of two parts.	Commands of two parts may be used at first. For instance, teacher instructs student to wash his hands and brush his teeth. He then asks the student, "What should you do?" and student answers in correct sequence. Or, student is to repeat that he is to put the clothes in the washer, then add detergent, or to press locking button in car down (when getting off) before closing door.	
6.) Student repeats a given verbal sequence, in all kinds of situations.	Teacher and students play "grocery store". "We're going to the store to buy peas, bread, milk and turnips". Student is to repeat the four items in identical sequence. Teacher sends the student to the back of the room to get a book, a block and a crayon. Student then brings these four items back and lists them in proper sequence. In telephone game, teacher gives student a telephone number (abbreviated if necessary) to dial on toy phone. Person being called has number written down. When student dials and simultaneously repeats number, the telephone "rings".	

PLAN NO 1: Learning to Communicate I-10-1

Content Area II: Auditory Perception and Receptive Language Skills

Item No. 1: Follows Instructions of "yes", "no"

PREREQUISITE SKILLS

Auditory Discrimination
Ability to Imitate

RELATED CONTENT ITEMS

Indicates "Yes", "No" P. 28

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student attends to and focuses on speaker.	Teacher positions self in front of child and calls child's name. Rewards for attending. Teacher should use index finger to aid the student in attending to the verbal cue.	
3.) Student will follow instructions of "yes", "no" when visual cues are given.	Teacher will present verbal cue, "Clap hands". When student completes task teacher will nod head and say, "yes". Teacher helps child to clap hands. Teacher presents verbal cue, "Clap", and the student continues to clap hands.	
4.) Student responds to instructions of "yes", "no" using visual and auditory cues.	Teacher imitates an activity with the child, i. e. clapping hands, moving parts of the body. Teacher says "yes", "no" using nodding, etc. Child responds accordingly.	
5.) Student responds to instructions of "yes", "no" using auditory cues.	Teacher imitates an activity with the child. Teacher moves out of the child's visual field and says "no", or "yes". Teacher claps her hands and says to the child, "yes". Child begins activity. Do not mix commands and at one point have the student clap hands and reinforce and immediately present some verbal cue and have the student stop by saying, "no".	
6.) Student makes consistent and appropriate responses to "yes", "no".	Teacher presents an activity such as pulling a cord on a bell, when teacher says "yes", child pulls the cord on the bell. When teacher says "more", child continues ringing the bell. When teacher says "no", child stops ringing the bell. Physical assistance may be necessary. Reinforce appropriate listening.	

PLN NO 1: Learning to Communicate Ideas

Content Area II: Auditory Perception and Receptive Language Skills

Item No. 9: Points to own possessions upon command

PREREQUISITE SKILLS

Auditory Discrimination
Ability to Imitate

RELATED CONTENT ITEMS

Identifies One's Own Possessions P. 30
Following Simple Directions in Sequence P. 40

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies one object as being his own.	Teacher may guide child's hand or point to child's own garment at first. Teacher places one of the child's toys and a toy from the classroom before the child. Upon command "Tommy's truck", child identifies his own toy. Teacher may guide child's hand or point to child's toy at first. Reward for correct response.	Child's toys Clothing Desk
3.) Student identifies two pieces of clothing, etc., as being his own, upon command within a group of clothing.	Teacher shows child his own coat, hat, etc., and a coat, hat belonging to another child. When teacher says "Tommy's hat/etc., child will identify his own.	
4.) Identifies his desk, chair, or table as being his own, upon command.	Teacher says "Sally's desk." Child identifies by going to the correct desk. This can be facilitated by telling child often, "Sally's desk," etc. Teacher may label the desk with the printed word on a piece of tag board or masking tape or felt/material names.	
5.) Student identifies his own work as being his own, upon command.	Teacher presents as easily recognizable object or activity completed by the child and one grossly different but of the same type. When teacher says, "Johnny's picture" for example, child chooses his own work. Physical assistance may be necessary.	
6.) Student selects own possessions upon command.	In a game like atmosphere, teacher requests student to get his coat, go to his chair, point to his art project, point to a picture of his parents, etc. Teacher should demonstrate the desired response and repeat the verbal cue. Physical assistance may be necessary.	

PLN NO 1: Learning to Communicate Ideas

Content Area III: Tactile, Gustatory & Olfactory Skills

Item No. 1: Identifies Object by Touch

PREREQUISITE SKILLS

Receptive Language
Ability to Imitate
Follows Multiple Directions in Sequence

RELATED CONTENT ITEMS

Following Simple Directions in Sequence P, 80

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student touches an object placed in front of him upon teacher's verbal cue.	Teacher places an unfamiliar, but interesting object in front of child (e.g., doll, furry toy animal, etc.) and asks child to touch it. If child does not touch object, teacher provides physical assistance. Teacher places a favorite food (apple, cookie) in front of the student. Student touches it upon teacher's request.	Texture block Texture ball Detect Tactile Shapes (Science Research Association) Objects of interest to student (e.g., doll, furry toy animal) A favorite food (e.g., apple, cookie) Feely Box by Milton Bradley
3.) Student manipulates an object which maintains overall shape and texture.	Teacher hands the student an orange and guides the student's hand in manipulating the object to feel the texture. Repeat the activity until the student manipulates object by himself. Teacher hands the student an unused SOS or Brillo pad and guides the student's hand in manipulating the pad. Repeat the activity until the student manipulates pad independently.	
4.) Student manipulates objects which maintain overall shape and changing texture.	Teacher presents large wooden block that has various textures glued to the sides (e.g., sandpaper, velvet, broad cloth, fur terricloth). Student manipulates all sides of the block upon teacher's request. Teacher presents a texture ball (with material of varied textures sewn together). Student manipulates ball upon teacher's request.	
5.) Student detects differences in objects and substances by the use of touch and another sense.	Student notes differences of objects given using another sense, e.g., taste or sight to detect differences. Teacher presents a chocolate chip and gumdrop to the student, allows student to manipulate and eat the candy. Teacher names the candies. Teacher blindfolds the student and again presents a gumdrop and chocolate chip to the student. Student identifies them using taste and touch. Teacher covers two plastic coffee can lids with sandpaper and a furry material of the same color, pointing out to him that one is "sandpaper" and the other is "fur". Teacher presents these to the student. By using touch and sight, the student identifies the object.	
6.) Student differentiates between objects and substances by touch alone.	Teacher presents objects and substances of varying size, shape and texture to the student. The student identifies the object by touch alone. Teacher blindfolds the student and places various two-dimensional shapes in a box (e.g., triangle, circle, square, Detect-Tactile Shapes). Student reaches into the box and picks out a shape, and by manipulating it, will identify the shape correctly. The teacher places in a paper bag, a hair brush, a spoon, plasticine and a nerf ball. Upon command, student retrieves the given object.	

PLN NO 1: Learning to Communicate Ideas

Content Area III: Tactile, Gustatory and Olfactory Skills

Item No. 2: Matchbox Objects/Substances by Touch

PREREQUISITE SKILLS

Expressive and Receptive Language
Ability to Imitate
Follow Multiple Directions / Sequence
Fine and Gross Motor Coordination

RELATED CONTENT ITEMS

Matching Object, Pictures, Symbol P. 7

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies objects as being alike by touching.	Teacher presents two like groups of objects in separate paper bags. Student will place hand in bag and identify the objects as being the same by touch.	Objects common to classroom use. Spoons, Pencils, Combs, Soap, Marshmallows
3.) Student will match like objects by touch.	Teacher will present three separate containers each containing one object. The student will touch each object and match the two like objects by touch. Teacher gives the student an opportunity to touch a rubber ball and two pieces of clothing. Student will match the clothing.	
4.) Student will describe objects as being like or different using the sense of touch.	Teacher will present the student with two objects in a container. Student will identify the objects as being like or different by using the sense of touch. Verbal guidance may be necessary. Use materials such as sand paper, cloth, liquid material, etc.	
5.) Student will describe objects as being like or different and give one reason for his/her answer.	Teacher will present objects in containers. Student will identify objects as being like or different and one reason for his/her answer. Encourage student to use the sense of touch in a variety of situations. Have the students touch each other and become accustomed to physical contact.	
6.) Student will match like objects by touch and give one reason for the identification of the item that is different.	Teacher will present a group of objects in containers so they are not visible. Student will match like objects and give one reason for identifying one of the objects as being different.	

PLN NO 1: Learning to Communicate Ideas

Content Area III: Tactile, Gustatory and Olfactory Skills

Item No. 3: Repeats Sequence by Touch

PREREQUISITE SKILLS

Expressive and Receptive Language

Ability to Imitate

Eye-Hand Coordination

RELATED CONTENT ITEMS

Identifies Objects by Touch P. 21

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch objects in a sequence.	Teacher prepares a sequence of three objects. Student will touch objects, moving from left to right. Teacher prepares a sequence of soft, soft, rough objects. Student touches objects in sequences upon command.	Objects that have identifiable physical properties such as sand paper, clothing, etc.
3.) Student will manipulate a sequence of objects.	Teacher prepares a sequence of three objects. Upon command student will pick up objects and feel the texture. Teacher should explain the textures of the various articles or objects.	
4.) Student will copy a sequence of objects using tactual and visual cues.	Teacher places three objects in a straight line in front of the student. Teacher will mix up the objects and have the student reproduce the given sequence using visual and tactual cues.	
5.) Student will identify objects and describe the texture of the object using tactual and visual cues.	Teacher will present the student with an object. Student will identify the object and name physical property using tactual cues. Encourage the student to use tactual cues whenever possible.	
6.) Student will identify a familiar object that is placed in a container using only tactual cues.	Teacher will place an object* in a container. The student will identify the object using only tactual sense. *The object must be a familiar one for the student.	

PLN NO 1: Learning to Communicate Ideas

Content Area III: Tactile, Gustatory and Olfactory Skills

Item No. 4: Identification and Discrimination of Substances by Taste

PREREQUISITE SKILLS

Fine-Hand Coordination
Receptive and Expressive Language
Ability to Imitate
Visual Discrimination

RELATED CONTENT ITEMS

Recipes P. 511-517

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will identify two like substances and classify them as bitter, sweet, salty or sour.	Teacher will have an example of bitter, sweet, salty, sour and have the student taste each explaining to the student each of the distinct tastes. Student will taste two substances, match and classify them according to taste.	Substances that can be easily recognized by taste.
3.) Student will taste two substances that look the same and discriminate by taste whether they are alike or different.	Teacher will place two substances in front of the student and have the student taste each. The student will classify each as bitter, sweet, sour, salty and whether the substances are the same or different. For example: given sugar and flour, student will classify each by taste.	
4.) Student will taste three substances in a group and classify each as bitter, sweet, sour, salty.	Teacher will present a group of substances to the student. Student will taste and classify each substance. Student should be encouraged to identify each substance by name. Teacher should display the printed stimuli of the substance identified.	
5.) Student will, taste, classify and match two out of three like substances. Student identifies the substances.	Student will taste, and classify three substances in a group. Student will match two of the three substances as being the same. Student should be encouraged to verbally label each of the substances.	
6.) Student will choose a substance in a group, taste and identify it and classify it as being sweet, sour, bitter, salty.	Teacher will present the student with a group of substances. The student will choose a substance at random. Teacher should encourage the student to identify a use of the substances. For example: salt is a seasoner, sugar is a sweetener.	

PLN NO 1: Learning to Communicate Ideas

Content Area III: Tactile, Gustatory and Olfactory Skills

Item No. 5: Olfactory Identification and Discrimination

PREREQUISITE SKILLS

Expressive and Receptive Language
Physiologically Capable of Completing Task
Ability to Imitate

RELATED CONTENT ITEMS
Recipes P. 511-517

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will identify a substance by smell upon demonstration of task.	Teacher will allow the student to smell an orange rind and a lemon rind. Teacher will identify and explain what the odors represent. The rinds will be placed in a paper bag. Student will identify the contents of the bag by smell. Teacher will encourage the student to describe the substance, its taste, physical appearance, etc.	Substances that are easily recognizable by taste and smell. The Nose Book by Dr. Suss
3.) Student will identify two out of three odors that are the same.	Give two orange rinds and cinnamon/each in a paper bag. the student will identify each and match the two like substances. Teacher may present the printed word of the identified substance.	
4.) Student will identify substances as having or not having an odor. If odorless, the student will identify the substance by touch.	Teacher will place substances in a paper bag. Student will identify each as having or not having an odor. Teacher should explain why some things have an odor and others do not.	
5.) Student will choose a bag at random, identify its contents by smell.	Teacher will present the student with a group of substances in paper bags. The student will identify each at random using his/her sense of smell. Teacher should elicit spontaneous speech from the student by discussing the specific substance, use, etc.	
6.) Student will choose a bag at random, identify its contents by smell and taste the substance classifying it as bitter, sweet, sour or salty.	Teacher should review the concept of taste, taste buds, etc. and the various classifications of a substance.	

PLN NO 1: Learning to Communicate Ideas

Content Area IV: Expressive Language

Item No. 1: Establishing Eye Contact

PREREQUISITE SKILLS

Visual Acuity
Ability to Imitate

RELATED CONTENT ITEMS
Identifies Source of Sound P. 12

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will attend to a given stimuli for a period of one second.	The teacher will present the verbal cue, "Look at me". Teacher will physically assist the student and have the student follow index finger.	Mirror
3.) Student will attend to a given task for a period of three seconds.	The time interval is increased to aid the student in developing an attention span necessary for more complex tasks. Teacher should use index finger to aid in the task.	
4.) Student will scan a group of objects that are presented in front of him/her.	Teacher will have the student scan the objects with the aid of the teacher's index finger. Teacher should try to emphasize left to right progression.	
5.) Student will attend to task and complete one step directions.	Teacher will demonstrate a simple one step direction such as pointing to a specific object. Teacher will present verbal cue, "Look at me. Do this". Student will imitate the desired response. Physical assistance may be necessary.	
6.) Student will attend to task and complete simple imitative actions.	Teacher executes gross motor movement and requests that the student imitate the actions. Use index finger as an additional cue for the student. Physical assistance may be necessary.	

PLN NO 1: Learning to Communicate Ideas

Content Area IV: Expressive Language

Item No. 2: Produces Single Sounds (ba ba, da da)

PREREQUISITE SKILLS

Ability to Imitate
Ability to Verbalize

RELATED CONTENT ITEMS

Identifies Source of Sound P. 12
Identifies Sounds as Alike or Different P. 13
Repeats Sound Sequences P. 18

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student imitates a one syllable utterance upon demonstration of task and presentation of verbal cue.	Teacher will demonstrate the task presenting the verbal cue, "Say <u>da</u> ." The student will imitate the desired response. Teacher may need to use primary reinforcement (food, candy, etc.) to elicit speech from the student.	
3.) Student will imitate two syllable utterances upon demonstration of task and presentation of verbal cue.	Teacher will demonstrate desired response and present the verbal cue, "Say <u>da-da</u> ." The student will imitate the desired response. Primary reinforcement may be necessary. Encourage the student through the use of verbal praise, and physical contact for correct response.	
4.) Student will imitate two syllable utterances interchangeably upon demonstration of task and presentation of verbal cue.	Teacher will interchangeably use two syllable utterances da-da, ba-ba, etc. and request that the student imitate the desired response. Teacher should use smiling, physical contact and verbal praise as reinforcers.	
5.) Student will imitate one and two syllable utterances upon demonstration of task and presentation of verbal cue.	Teacher will present one or two syllable utterances at random and the student will imitate the desired response. Teacher should eliminate primary reinforcement (food, candy, etc.) and stress verbal praise, smiling, physical contact.	
6.) Student will elicit a one or two syllable utterance when presented with something that the student desires.	During lunch or snack time, the student will utter a one or two syllable sound in order to receive some food, a toy, etc. The toy or food should be a positive consequence for the one or two syllable utterance.	

PLN NO 1: Learning to Communicate Ideas

Content Area IV: Expressive Language

Item No. 3: Indicates "yes", "no"

PREREQUISITE SKILLS

Ability to Imitate
Ability to Verbalize
Ability to Follow Directions
Eye-Hand Coordination

RELATED CONTENT ITEMS

Follows Instructions of "yes", "no" P. 19

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will gesture or respond verbally to a yes/no question.	Teacher will present a yes/no question to the student and demonstrate the desired response. Teacher repeats verbal cue and the student will imitate the desired response. Verbal guidance may be necessary.	Objects found in the classroom or home setting. Playground equipment
3.) Student will respond verbally to yes/no questions when they are presented in a sequence.	Teacher will imitate conversation with the student in which he/she must answer at least two yes/no questions that are randomly selected.	
4.) Student will verbally answer yes/no questions using facial expressions and voice inflection.	Teacher will present yes/no questions and demonstrate the desired response using facial expressions and voice inflections. Student will imitate the desired response. Verbal guidance may be necessary.	
5.) Student will verbally answer questions that require the response "yes".	Teacher will present the student with an egg carton filled with ten objects. Teacher will ask if the carton needs more objects to be filled. Teacher will demonstrate the desired response. Student will imitate the desired response and point to the vacant spaces in the carton.	
6.) Student will answer a variety of yes/no questions upon request.	Teacher will present yes/no questions interchangeably to the student. Teacher should encourage frequent use of yes/no responses.	Student will respond appropriately.

PLN NO 1: Learning to Communicate Ideas

Content Area IV: Expressive Language

Item No. 4: Identification of Objects Found in the Students' Environment

PREREQUISITE SKILLS

Object Recognition and Discrimination

Ability to Imitate

Ability to Verbalize

Visual Discrimination

Ability to Follow Directions

RELATED CONTENT ITEMS

Relates Stored Visual Memory to Immediate Environment P. 10

Following Simple to Multiple Directions in Sequence P. 80

Makes 2-3 Word Phrases P. 32

Uses Articles and Conjunctions P. 33

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction of this item.		
2.) Student will verbally identify objects found in a classroom or home setting upon request.	Teacher will present the student with an object and identify it. Teacher will request that the student imitate the desired response. Teacher selects child's favorite toy and presents this to the student and asks, "What is this?" Student will respond appropriately.	Toys Clothing Classroom materials and objects. Photographs
3.) Student will verbally label an object among a group of objects upon request.	Teacher will present the student with a group of objects. Teacher will select an object, label it, and repeat verbal cue having the student imitate the desired response.	
4.) Student will verbally label three objects in his/her immediate environment upon request.	Teacher and student will walk around the room and label objects in the environment. Upon request, the student will verbally label designated objects. Encourage expression if verbal response is given. Verbal guidance may be necessary.	
5.) Student will follow one step directions and identify the object that was requested.	Teacher will ask the student to locate an object in the classroom. When the student locates the object the teacher then asks, "What is it?" The student will name the object.	
6.) Student will use three word phrases and identify the object in the following manner. "This is object".	Student will locate objects upon teacher's request and verbally identify the objects using three word phrases. "This is object". Teacher may need to provide verbal guidance.	

PLN NO 1: Learning to Communicate Ideas

Content Area IV: Expressive Language

Item No. 5: Identifies One's Own Possessions

PREREQUISITE SKILLS

Object Recognition and Discrimination

Visual Discrimination

Ability to Imitate

Ability to Verbalize

RELATED CONTENT ITEMS

Points to Own Possessions upon Command

P. 20

Indicates "Yes", "No" P. 28

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies articles of clothing upon presentation of verbal cue and demonstration of task.	Teacher will present the student with an article of clothing and identify it. The student will touch the article of clothing and verbally label it. For example: shirt, pants, shoes, undershirt, etc. Physical assistance may be necessary.	Articles and objects found in the classroom and/or school.
3.) Student identifies outerwear such as coat, hat, mittens, etc.	Student will identify outerwear upon request. Teacher will use such articles as coat, jacket, hat, mitten, boots, etc.	
4.) Student identifies the articles of clothing that he/she is wearing.	Teacher will identify articles of clothing that he/she is wearing. Teacher will bring a mirror to aid the student in identifying the clothing that he/she is wearing.	
5.) Student will identify objects that belong to him/her.	Teacher will identify objects in the classroom that belong to the student. Student will identify the object upon request and explain that it is his/her possession.	
6.) The student identifies all objects at school and home that belong to him/her.	Teacher will present the student with a variety of objects. Encourage yes and no answers. The student will touch the appropriate article and identify it as being his/hers.	

PLN NO 1: Learning to Communicate Ideas

Content Area IV: Expressive Language

Item No. 6: Label Actions

PREREQUISITE SKILLS

Visual Discrimination
Ability to Follow Directions
Ability to Imitate
Ability to Verbalize

RELATED CONTENT ITEMS

Expressing Word Imagery through Movement
P. 636

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch the picture depicting a specific action with the aid of a verbal cue.	Teacher will present the student with a picture representing a specific action. The teacher will hold up a picture of exact likeness and explain to the student what action is being depicted. Student will touch the appropriate picture upon request.	Peabody Language Development Kit American Guidance Service Audio-flash card reader Tape recorder Magazine pictures
3.) Student will touch a picture depicting a specific action.	Teacher will present the student with a group of action pictures. Teacher will explain what action each picture represents. Teacher requests that the student touch a specific action card among a group of pictures.	
4.) Student will demonstrate a specific action when presented with visual cue and verbally label it.	Teacher will present the student with an action picture. Teacher will imitate the action that is represented. Student will label the designated picture and imitate the action that is represented.	
5.) Student will verbally label an action as he/she completes the appropriate response.	Teacher will request the student to complete an action. Student will execute the appropriate response and verbally label the action.	
6.) Student will choose a picture representing an action, verbally label it, and execute that particular action upon request.	Teacher will place a group of pictures in front of the student. Student will choose an action picture, label it and perform the specific action. Teacher should encourage group interaction involving the performance of actions upon request.	

PLAN NO 1: Learning to Communicate Ideas

Content Area IV: Expressive Language

Item No. 7: Make two-three Word Phrases

PREREQUISITE SKILLS

Object Recognition

Receptive and Expressive Language

Ability to Imitate

Visual Discrimination

RELATED CONTENT ITEMS

Identification of Objects P. 29

Acceptable Table Manners P. 328

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will use one word phrases using nouns and gestures.	Teacher asks student a question and student will reply using a noun phrase accompanied by a gesture. The student will identify objects using one word utterances upon request. For example: student will identify silverware or dishes that are placed in front of him/her.	Dishes and Silverware Concrete Objects i.e. ball, block, doll, plastic shapes
3.) Student will use action verb and a gesture in one word phrases.	Teacher asks questions about pictures and activities and the student will answer using a verb phrase accompanied by a gesture. Teacher demonstrates and completes a request. For example: "Clap Hands" "What did I do?" The student will answer "clap" and gesture the demonstrated activity.	
4.) Student will utter two word responses upon request.	Teacher asks the student questions and he/she will reply correctly using a two word phrase. Teacher will present the student with several descriptive items. The teacher identifies them using two word descriptive phrases i.e. red block, big ball.	
5.) Student will utter three word responses upon request.	Student will identify an object/action picture using three word phrases. Teacher will encourage the student to use three word descriptive phrases upon demonstration of the task by the teacher.	
6.) Student will utter either two or three word phrases upon request.	Teacher will initiate situation in which the student must present two-three word utterances. For example: student is seated at the lunch table, the teacher asks the student what he wants, the teacher then prompts the student to reply, "Please pass _____." Through constant repetition, the student will begin telling what he is doing in phrases.	

PLN NO 1: Learning to Communicate Ideas

Content Area IV: Expressive Language

Item No. 9: Uses Articles and Conjunctions Correctly When Speaking (the, a, and)

PREREQUISITE SKILLS

Object Recognition and Discrimination
Expressive and Receptive Language
Ability to Imitate
Color Recognition

RELATED CONTENT ITEMS

Identification of Objects P. 29
Identifies Nine Basic Colors P. 33

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student uses an article along with the noun in labeling an object upon request.	Teacher presents objects to the student and he will use the correct article when identifying them. 1) Teacher presents items of clothing to the student and has him identify them. The student will identify them by using the article "a" (ie. "a hat," "a shoe" etc.) 2) Teacher places familiar objects in front of the student (ie. ball, pencil, crayon, etc.) and asks the student "what do you write with"? The student will reply by saying "the pencil".	Doll house Miniature furniture Colored objects Items of clothing Toys
3.) Student precedes objects with the correct article in simple sentences, and uses an article followed by a noun in a simple sentence.	When using simple sentences, the student will precede the noun with the correct article. The teacher places various objects in different positions (ie. over, under, between, in) and asks the student to tell where they are. The student will reply correctly, using the correct article before the noun (ie. "in the box," "on the table" etc.) rather than in box, on table, etc.	
4.) Student uses "and" when naming a series of objects.	Teacher presents a series of 2-3 objects to the student. Then naming the series, the student will correctly use the conjunction "and". Teacher prepares pairs of objects (ie. shoe and sock, chair and table, hat and coat) and places these in front of the student and says for example "shoe and sock" and has the student repeat phrase. Continue this activity until the student correctly uses the conjunction "and".	
5.) Student will use articles and conjunctions appropriately with verbal assistance.	The student will use articles and conjunctions appropriately upon request. Teacher points to a series of three familiar objects in the classroom and says ie. "The desk, the chair, and the pencil". Let the student take a turn and point to objects. Correct if necessary for proper usage of conjunction and articles and continue until child grasps use of articles and conjunctions.	
6.) Student will use articles and conjunctions appropriately when responding in a conversation.	Teacher will place three colored objects in front of the student and identify them by name and color (ie. "The apple is red, the pen is blue and the paper is white"). Teacher will request that the student repeat the desired response.	

PLAN NO 1: Learning to Communicate Ideas

Content Area IV: Expressive Language

Item No.9: Ask Questions

PREREQUISITE SKILLS

Ability to Verbalize

Ability to Imitate

Ability to Follow Directions

RELATED CONTENT ITEMS

Following Simple Directions P. 80

Initiating Interaction P. 109

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will ask one word question.	Teacher places an object or picture in front of the student and presents the verbal cue, "What/Who". Teacher will point to the object or picture and have the student repeat the question. After student has repeated the question, teacher will present the answer having the student repeat the appropriate answer. Teacher should emphasize inflections in the voice.	Small Objects Pictures Simple games requiring interaction.
3.) Student will ask two word questions.	Teacher places an object or picture in front of the student and presents the verbal cue, "What's this/Who's this". Teacher will point to the object or picture and have the student repeat the question. After student has repeated the question, teacher will present the answer having the student repeat the appropriate answer.	
4.) Student will ask one word question using "where".	Teacher will place an object in a bag or box so that it is out of the student's field of vision. Teacher asks "Where?" Teacher will have the student repeat the question and then the teacher will provide the answer. Teacher should emphasize the question "Where?" with voice inflection and initiate games in which the student will use the question.	
5.) Student will ask two word questions using "Where is it?"	Teacher will hide objects and initiate the question, "Where is it?" Student will repeat question and then answer the question by looking for the object. Teacher should emphasize voice inflection.	
6.) Student will use two and three word questions interchangeably.	Teacher will initiate activities that will enable the student to ask questions and discover the answers through the use of games and activities.	

PLN NO. 1: Learning to Communicate Ideas

Content Area V: Color Recognition

Item No. 1: Identifies Nine Basic Colors
(red, blue, green, purple, orange, yellow, brown, black, white)

PREREQUISITE SKILLS

Ability to Imitate
Receptive and Expressive Language
Ability to Follow Multiple Directions
Visual Discrimination

RELATED CONTENT ITEMS

Identifies Colors as Alike or Different P. 36
Identifies Shades and Tints P. 37
Sorting by Color Discrimination P. 399
Names of Colors P. 65

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student repeats color names.	Teacher verbally identifies colors and student will repeat same. The teacher holds up color cards of each of the nine basic colors and identifies each color and the student will repeat. (e.g., "Blue, what color is it?") The teacher makes audio-flash cards with colored circles on them and records the following, "Blue circle, say the whole thing". The student will repeat the phrase "blue circle" and record it properly.	Language Master Audio-flash Cards Colored Paper Primary Level
3.) Student points to a named color.	Teacher names a color and the student will point to it. The teacher places the DLM plain inch cubes on a table in front of the student. The teacher then gives the color name of one of the cubes and the student will point to the correct cube. The teacher arranges a bulletin board display of the nine basic colors using balloons, flowers, cars, etc. The teacher then gives a color name and the student will point to the item of the given color.	Peabody Kit (fruits) AGS Color Forms Creative Playthings Co. Color Bears by Milton Bradley
4.) Student names a specific color.	When presented with a specific color, the student will verbally identify it correctly. Using the students items of clothing, the teacher points to each item and asks, "what color?". The student will correctly name one of the colors of the clothing. The teacher presents a variety of plastic fruits and asks the student what color each fruit is. The student will correctly name and identify all the red fruits, yellow fruits, etc.	Giraffe Colored Rings by Simplex
5.) Student correctly identifies primary colors.	When presented with primary colors, the student will correctly identify them. The teacher makes a large color wheel with the primary colors on it. The teacher spins the wheel and a student is selected to identify the color. If the student correctly identifies the color, he then has a turn at spinning the wheel. The teacher prepares large circles of primary colors and arranges them on the floor in a circular pattern. The student steps on each circle one at a time and must identify the color of each circle as he steps on it. Place one of the students favorite toys at the end. If he successfully identifies the color of each circle then he may have the toy.	
6.) Student correctly identifies the nine basic colors.	Teacher presents colored items and the student will correctly identify the color of them. Make a game board with a track and each square of the track is a different color. The teacher names a color and the student must move his chip to the correct color. The first one to finish correctly receives a reward such as a piece of candy or a small toy. The teacher makes large flash cards of the nine basic colors. The student will identify correctly all cards. The student may then present the cards to one of his classmates for color identification.	

PLN NO. 1: Learning to Communicate Ideas

Content Area V: Color Recognition

Item No. 2: Identifies Colors as Being Alike or Different

PREREQUISITE SKILLS

Ability to Imitate
Receptive and Expressive Language
Visual Discrimination

RELATED CONTENT ITEMS

Identifies Nine Basic Colors P. 35
Identifies Shades and Tints P. 37
Sorting by Color Discrimination P. 399
Names of Colors P. 65

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will identify two items as being the same color.	Teacher presents items of the same color and explains the relationship. The student will identify the color and state that they are alike upon request. Teacher presents pairs of colored items to the student (ie, boots, shoes, etc.). The student will identify the color of the objects. Teacher should elicit speech through questions concerning the items and their use.	Household Articles Clothing Crayons Buttons Beads
3.) Student will identify two items as being different in color.	Teacher will present two like items of different colors and explain to the student how the items differ. Student will identify the color of each item and state why they are different in physical appearance.	Kit: Visual Discrimination Box, Instructo Products Co., Springfield, Illinois Developmental Learning Materials
4.) Student will group items of the same color.	Teacher will present the student with a group of colored items, the student will identify the color and group them according to color. Use egg cartons, cans, paper cups, etc. as separators in this task.	Colored Paper Posterboard Peabody Color Chips
5.) Student will sort color items and group them according to color.	Teacher will present the student with a variety of colored items. The teacher will explain how these items differ and group according to color. Student will sort and group items upon request. The teacher places multi-colored beads, pegs, and blocks on a tray in front of the student. Empty cans are lined up on a table and the student must place all objects of a given color in one can, etc.	
6.) Student identifies the various items by color, sorts, and groups them according to color.	Teacher presents the student with a group of various colored items. Student will identify, sort, and group items according to color. Teacher places six buttons in a dish, three alike and three different. Upon request the student will remove those buttons that are a different color.	

PLAN NO. 1: Learning to Communicate Ideas

Content Area V: Color Recognition

Item No. 3: Identifies Shades and Tints

PREREQUISITE SKILLS

Expressive and Receptive Language

Ability to Imitate

Eye-Hand Coordination

RELATED CONTENT ITEMS

Identifies Nine Basic Colors P. 35

Identifies Colors as Alike or Different P. 36

Sorting by Color Discrimination P. 399

Names of Colors P. 65

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will identify colors as light or dark.	Teacher will present the student with a color and its shade. The student will identify it as light or dark. The teacher prepares a poster board display of squares of colored construction paper, using light and dark shades of each color. The teacher points to each square of paper and identifies it as either light or dark of a given color. The student will imitate the desired response.	Poster board Paint Coloring Books Crayons Colored Paper Catalogues Magazines Color Charts for House Paint Pictures of Flowers
3.) Student will identify the colors as either light or dark and sort them into appropriate columns.	Teacher will divide a table into two sections—light and dark. When presented with colored materials, the student will describe their color as being light or dark and sort placing the color in the appropriate column. Using the student's clothing, the teacher has the students standing one by one and describe the colors by their clothing (e.g. dark brown shoes, light blue pants, etc.)	
4.) Student will identify the pastels by verbally labeling them, with assistance.	Teacher will present the student with a color (pastel) and label the specific color. The student will point to the color and verbally label it. Teacher selects an assortment of construction paper in pastel colors and arranges it on a bulletin board. The teacher then points to each piece of paper and names the color. The student will imitate the desired response.	
5.) Student will identify the color by verbally labeling it and tell whether it is light or dark.	Teacher will present a color, label it, and state whether it is lighter or darker than the original color. Student will imitate the desired response. The teacher secures catalogues and magazines and has the student cut out pictures of items of pastel colors. The student then makes a chart and must identify the color of each item.	
6.) Student will label the pastel, identify it as either light or dark and sort it into the appropriate column.	Teacher will present the various colors to the student. The student will choose a color and label it, state whether it is lighter or darker than the original color and place it in the appropriate column—light or dark. Teacher secures color charts for paint and presents them to the student. Student will identify each color as the teacher points to it.	

PLAN NO 1: Learning to Communicate Ideas

Content Area VI: Functional Writing Skills

Item No. 1: Holds Writing Utensil Properly

PREFQUISITE SKILLS

- Eye-Hand Coordination
- Receptive Language
- Ability to Imitate
- Attending Behavior

RELATED CONTENT ITEMS

Crayon Scribbling to Music P. 576

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student holds crayon, chalk with fist in a manner to make a mark on a surface, with assistance.	Child holds crayon in his fist (writing portion by little finger) with the teacher helping him by wrapping fingers around crayon. Teacher places clothes pins fastened to the side of a container. Child must remove them using the fist and place into the container, teacher assisted.	Clothes Pins Crayons Chalk - Chalk Board Clay Peg Board and Pegs
3.) Student holds crayon with his fist in a manner to make a mark on a surface.	Child holds crayon in his fist (writing portion by his little finger). Teacher forces large crayons (writing point down) into a piece of styrofoam. Child removes crayons from styrofoam using his fist and marks on a paper. Teacher gives child a crayon writing point facing downward. Child grasps crayon with his fist and marks on a paper. Teacher presents the verbal cue, "Make mark." Teacher demonstrates the desired response and repeats the verbal cue.	
4.) Student holds chalk correctly (with thumb, first and second fingers) to write on chalkboard, with assistance.	Teacher positions child at chalk board and helps the child to hold chalk between thumb, first and second fingers. Teacher forces colored dowels into a piece of styrofoam, and helps the child remove the dowels using thumb, first and second finger. Child may poke a piece of chalk or a stick about the same size into clay. This will aid the child in correct grasping of the writing implement.	
5.) Student holds crayon, pencil with thumb, first and second finger, resting hand, wrist and arm on a vertical surface with assistance.	Teacher places crayon etc. in child's hand and helps the fingers to position correctly, child scribbles. Monitor often to check if child continues to hold writing utensil correctly. Using various mediums, such as colored chalk, paint brushes, etc. teacher helps the child to hold the tool correctly and allows him to color, paint, etc. Physical and verbal assistance may be necessary.	
6.) Student holds pencil, chalk, crayon in correct position for writing on a vertical or horizontal surface.	Teacher places writing tool, pencil, crayon, chalk before the child. Child is able to pick up tool and position correctly for writing, coloring, etc. Teacher places various materials paper, coloring book, etc. before child and places the corresponding tools crayons, paint brush, pencil, for him to use. Monitor often.	

PLN NO 1: Learning to Communicate Ideas

Content Area VI: Functional Writing Skills

Item No. 2: Performs Circular Movement with Hand and Arm

PREREQUISITE SKILLS

Ability to Imitate
Receptive Language
Eye-Hand Coordination
Attending Behavior

RELATED CONTENT ITEMS

Crayon Scribbling to Music P. 576
Brush Manipulations with Water P. 595

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student scribbles in large smooth flowing curves using hand and arm	When given chalk, a child can randomly "scribble" on a 3' x 3' chalkboard area. When given crayon and large pieces of wrapping paper, child can randomly "scribble" with smooth flowing curves. Note: jerky fine movement should be discouraged. As the child scribbles, give him various colored crayons to get a decorative effect. Physical and verbal assistance may be necessary. Teacher should demonstrate the desired response.	Chalk Crayons Paints Wrapping Paper Chalkboard
3.) Student crosses midline in tracing a large circle with assistance.	Teacher draws circle on chalkboard of a size that the child's arms and hands can trace. Teacher positions child in the middle of the circle and guides his hand in tracing the circle, repeating many times. Do not allow the child to change his body position. Staying exactly on the line is of less importance than achieving smooth flowing curves. Teacher draws large circle on paper and places the circle directly in front of the child, and guides his hand in tracing the circle, repeating the tracing several times.	
4.) Student crosses midline in tracing a circle.	Teacher positions child in the middle of a large circle drawn on the chalkboard. Child traces circle several times in each direction without changing his body position. Teacher directs child to trace drawn circle on the chalkboard several times with his finger.	
5.) Student draws repeating large circles to the left or right (one direction).	On command, child draws a large circle (arms length) on the chalkboard. Direct child to rotate his arm, fingers in a writing position in the air to appropriate musical accompaniment.	
6.) Student can draw repeating large circles going right and left with ease.	Upon direction, child can draw repeating large circles on the chalkboard in a smooth flowing style changing direction with ease. Upon direction, child can draw repeating large circles on a large piece of wrapping paper. These may then be painted and used for decorations appropriate to the season etc.	

PLN NO 1: Learning to Communicate Ideas

Content Area VI: Functional Writing Skills

Item No.3: Traces Simple Line Drawing

PREREQUISITE SKILLS

Ability to Imitate
Receptive Language
Eye-Hand Coordination
Attending Behavior

RELATED CONTENT ITEMS
Crayon Scribbling to Music P. 576

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction as item.		
2.) Student correctly traces a straight line.	Teacher gives child a sheet of paper containing one thick black straight line, with an overlay of tracing paper or plastic writing surface attached. Child traces line with a crayon. Various positions of the line i.e. left to right, up and down, diagonally etc. may be given the child. Physical and verbal assistance may be necessary.	Pencils Crayons Tracing Paper (the throw-away roll from a photo-copy machine makes good tracing paper)
3.) Student correctly traces a broad curved line.	Teacher gives child a sheet of paper containing one broad curved line with an overlay of tracing paper or plastic writing surface attached. Child traces the curve with a crayon. The curve may be placed in various positions on the paper. Physical and verbal assistance may be necessary.	Plastic Writing Sheets DLM Eye-Hand Integration Exercises SKA Perceptual Motor Exercises
4.) Student correctly traces straight, large and small curved lines.	Teacher gives the child a paper containing some curved and straight lines with an overlay of tracing or plastic writing surface. Child correctly traces the lines with a crayon. Various combinations of curves and lines may be given to the child. Physical and verbal assistance may be necessary.	
5.) Student correctly traces a figure 8.	Teacher draws large figure 8 on the chalkboard. Child traces over the figure repeatedly with index finger. The teacher should make sure that the child crosses over as the figure 8 is traced. Teacher gives the child a paper containing the figure 8 with an overlay of tracing paper or plastic writing surface. Child repeatedly traces figure 8 correctly crossing over. Physical and verbal assistance may be necessary.	
6.) Student can trace a simple line drawing smoothly and with ease.	Teacher gives child a simple line drawing from a coloring book with an overlay of tracing paper or plastic writing surface. Child traces the picture with a pencil or crayon. Pages from coloring books appropriate to the child's interests and seasons may be used. Allow the child to color the completely traced picture.	

PLN NO. 1: Learning to Communicate Ideas

Content Area VI: Functional Writing Skills

Item No. 5: Copies Structural Patterns (Cursive)

PREREQUISITE SKILLS

Visual Discrimination
Eye-Hand Coordination
Receptive Language
Ability to Imitate
Left to Right Orientation

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 4
Crayon Scribbling to Music P. 376

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
Student copies 2.) correctly a series of cursive 'ls' and 'ts' (<i>lllll</i> and <i>ttttt</i>).	When given a lined sheet of paper containing cursive 'ls' and 'ts' child can correctly copy them. The copy should be smooth and rhythmic. Start the child at the chalkboard with large figures allowing him to use his arm and hand, gradually diminishing in size until he is able to copy them on lined paper. A large sheet of sandpaper with the pattern written on with magic marker may be helpful. A large class chart listing all of these levels encourages progress in the students. Tracing letters with index finger is sometimes helpful. Physical and verbal assistance may be necessary.	
Student copies 3.) correctly a series of cursive inverted 'ls' and 'ts'. (<i>ttttt</i> and <i>lllll</i>)	Teacher should demonstrate the desired task and repeat verbal cue. When given a sheet of paper containing cursive inverted 'ls' and 'ts', child can correctly copy them. The copy should be smooth and rhythmic. Start with large sizes decreasing size as skill is developed (See #2).	
Student copies 4.) correctly a series of strokes combining levels two and three (<i>lllll</i>).	When given a lined sheet of paper containing an example combining levels two and three, child can correctly copy same. Strokes should be smooth and rhythmic. Physical assistance may be necessary. Start with large sizes decreasing size as skill is developed. (See #2). Allow the child to place long, thin rolls of plastacine over a pattern of these strokes. Note: This pattern is an elongation of a figure 8, review tracing figure 8's if child has difficulties.	
Student copies 5.) correctly a series of strokes whole and half space of levels two and three. (<i>lllll</i> etc.)	When given a lined sheet of paper containing the following kinds of cursive strokes <i>lllll</i> , <i>lllll</i> , <i>lllll</i> etc. child can correctly copy same. Strokes should be smooth and rhythmic. Start with large sizes decreasing size as skill is developed. Teacher guides child's hand and arm as child makes patterns in the air.	
Student copies 6.) correctly a series of strokes whole and half space combining levels two, three, and four. (<i>lllll</i>).	When given a lined sheet of paper containing an example (whole and half spaces) of levels two, three, and four, child can correctly copy same. Strokes should be smooth and rhythmic. Start with large sizes decreasing size as skill is developed. Have the student participate in various eye-hand coordination activities such as rolling a pencil, touching a ball suspended in the air, etc.	

PLN NO 1: Learning to Communicate Ideas

Content Area VI: Functional Writing Skills

Item No. 7: Writes name (manuscript)

PREREQUISITE SKILLS

Ability to Imitate
Left to Right Orientation
Receptive Language
Eye-Hand Coordination
Visual Discrimination

RELATED CONTENT ITEMS

Can Follow Left to Right Progression P. 41
Holds Writing Utensil Properly P. 38

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student traces first name.	Given a copy of his first name, child can correctly trace it. Place child's first name (dotted) on the chalkboard. Child traces over the dots to complete his name. Give child a sheet of lined paper, first name written in dots. Child correctly traces his name. Physical assistance may be necessary. Have the student spell out each individual letter as it is printed.	Chalk Chalkboard Pencils Crayons Paper Gummed Stars Gummed Pictures Alphabet Puzzle Cards #7511 Milton Bradley Co. Springfield, Mass. \$1.00 Manuscript Letters Flannel Board #7804 Lower Case \$2.50 #7801 Upper Case \$2.50 Milton Bradley Co. Springfield, Mass. Sandpaper Letters Frosting Visual Perception Sheets
3.) Student copies first name.	When given a printed example of his first name, child is able to copy it correctly. Print child's name on the chalkboard, instruct child to copy the name below. Teacher should aid student and demonstrate desired task. Tape a card on a corner of his desk containing his first name. The child can refer to it to copy his name when needed. Have child trace his name with his index finger before copying it on paper.	
4.) Student writes first name.	Child can print his first name on completed papers with no visual cues. To reinforce child's ability to print his first name a stick on picture or star may be placed by the name.	
5.) Student copies last name.	When given a printed example of his last name, child copies it correctly. Tracing activities (level 2) may be used at first. Again tape his first and last name on his desk for quick reference. Have the student spell out each individual letter as it is printed.	
6.) Student writes first and last name.	Child can correctly print first and last name on completed papers with no visual cues. Rewards such as teacher and class recognition, stars placed by his name or placing the signed name on a bulletin board encourage the child to achieve this objective.	

PLN NO 1: Learning to Communicate Ideas

Content Area VI: Functional Writing Skills

Item No. 4: Can Follow Left to Right Progression

PREREQUISITE SKILL IS

Eye-Hand Coordination

Receptive Language

Ability to Imitate

Attending Behavior

RELATED CONTENT ITEMS

Left to Right Progression P. 63

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will draw a straight line from one given point on the left to a given point on the right with assistance.	Teacher places two dots on the chalkboard (within child's reach) and helps him to draw a line from one to the other progressing from left to right. Teacher places two dots on a sheet of paper and helps him to draw a line from one to the other progressing from left to right.	Crayons Paper Frosting Program - Follett Co. Chalk Chalkboard
3.) Student will draw a straight line from one given point on the left to a given point on the right.	Teacher places two dots on a sheet of paper (on the same plane) of various lengths. Child connects the dots going from left to right. Various sheets from the Frosting program deal with drawing single lines from left to right.	
4.) Student will draw a series of straight lines progressing from left to right.	Teacher places three series of two dots (on the same plane) on a sheet of paper. Child connects the dots progressing from left to right. Various sheets from the Frosting program deal with drawing a series of lines from left to right. The teacher may use a sheet of paper and expose only one set of dots at a time to the student.	
5.) Student will draw a series of many lines progressing from left to right.	Teacher places two or three series of two dots (on the same plane) on a sheet of paper. Child connects two dots with an irregular line progressing from left to right. Various sheets from the Frosting program deal with these kinds of drawings from left to right. The dots may connect diagonal lines or straight lines.	
6.) Student draws patterns, lines etc. starting at the left and progressing to the right.	Teacher directs child to draw a line across his paper. Child draws line progressing from his left to his right. Teacher directs child to draw a "wavy" line on the chalkboard. Child draws line from his left to his right. Teacher demonstrates the desired response and repeats the verbal cue having the student complete the task.	

PLN NO 1: Learning to Communicate Ideas

Content Area VI: Functional Writing Skills

Item No. 8: Writes Full Name (cursive)

PREREQUISITE SKILLS

Receptive Language
Ability to Imitate
Visual Discrimination
Eye-Hand Coordination
Left to Right Orientation

RELATED CONTENT ITEMS

Writes (Manuscript) P. 44

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will trace first name.	Given a copy of his first name, child can correctly trace it. Place child's first name (dotted) on the chalkboard. Child traces over the dots to complete his name. Note problem areas for the child and program accordingly; i.e. child should trace additional times specific hard letters, or combinations of difficult letters. Student may use index finger and trace over the word before copying name with chalk. Physical assistance may be necessary.	Chalk Chalkboard Lined paper Sample Checks Alphabet Puzzle Cards #7512 Cursive \$1.00 Milton Bradley Company Springfield, Mass.
3.) Student copies first name with the aid of a visual cue and/or auditory cue.	When given an example of his first name child can copy it correctly. Teacher should demonstrate the desired response. Write child's name on the chalkboard, instruct the child to copy the name below. If problem areas are noted it may be necessary to repeat levels contained in item #6 to facilitate child's progress. Place a card on a corner of his desk containing his first name. The child can refer to the card when needed. Have the student spell out each letter as he/she writes it.	
4.) Student writes first name without aid of visual cue and/or auditory cue.	Child can write his first name with no visual cues. To reinforce child's ability to write his first name, stick-on pictures or star may be placed by the name. Teacher should stress which letters are upper-case and which are lower case letters.	
5.) Student copies last name with the aid of a visual cue.	When given a written example of his last name, child copies it correctly. Tracing activities (level 2) may be used at first. Again, tape his first and last name on his desk for quick reference. Teacher should make the student aware of the occurrence of upper and lower case letters.	
6.) Student writes first and last names upon request.	Child can legibly write his first and last name on completed papers, forms, checks, etc. with no visual cues. Rewards such as teacher and class recognition, stars placed by his name or placing the signed name on a special bulletin board encourage the child to achieve this objective. Teacher may pass out a sign out sheet for various activities and the student will sign his/her name to the sheet.	

PLAN NO 1: Learning to Communicate Ideas

Content Area VI: Functional Writing Skills

Item No. 9: Writes on a Level Plane

PREREQUISITE SKILLS

Ability to Imitate
Receptive and Expressive Language
Eye-Hand Coordination
Visual Discrimination

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 4
Hold's Writing Utensil Properly P. 38
Location - Address - Home P. 110

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student writing touches bottom line (one line on paper).	Child is given a sheet of paper containing one line across the paper. Child writes name or phrase touching the line evenly. Use a broad tip magic marker of a dark color to make the single line. Teacher may use a ruler as a prosthetic device to aid the student in staying on the line. Chalkboard practice using brightly colored chalk for the line may be useful. Reward appropriately for sheet work with gummed stars, etc. Teacher should stress the importance of staying on the line and keeping the paper organized.	Chalk Chalkboard Lined Paper Sample Checks Envelopes of varying sizes
3.) Student writing touches bottom line many lines on paper.	Child is given lined paper of various widths child writes phrase, etc. touching bottom line appropriately. Remind child to follow lines when necessary. Reward when work is on the line by placing on special bulletin board. Encourage the students to do neat, legible cursive writing.	
4.) Student confines appropriate writing between two given lines.	Given a lined sheet of paper, child writes name or phrase, confining writing within two given lines. Draw two parallel lines on the chalkboard, instruct the child to write staying within the lines. The teacher may demonstrate to the child. Give the child a large piece of paper with two parallel lines drawn on it. Reward when child confines writing within the two lines. Stress the difference between upper and lower case letters and how they are written. Physical assistance may be necessary.	
5.) Student writes a phrase on a level plane - faint line visible.	Child writes a phrase on a level plane using a faint upper and lower line as a guide. Teacher draws faint line on the chalkboard. Child uses faint line to guide his writing. Teacher gives child lined sheet of paper with tracing paper over lined paper, child copies a story, letter, etc. using guidelines.	
6.) Student writes a phrase on a level plane with faint visible bottom line.	Child can sign his name, write a phrase etc. on a blank sheet of paper, on a level plane. Teacher should demonstrate the desired task. Child practices signing name of back of sample checks. Child writes address and return address on mailing envelope. Teacher may put a faint line on the writing material to aid the student in writing on a level plane.	

PLN NO 1: Learning to Communicate Ideas

Content Area VI: Functional Writing Skills

Item No.10: Writes Small Letters of Alphabet Into Words (manuscript)

PREREQUISITE SKILLS

Ability to Imitate
Receptive and Expressive Language
Eye-Hand Coordination
Visual Discrimination
Attending Behavior

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 1
Hand's Writing Utensil Properly P. 3's

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student correctly prints following letters: a-o-e-e-l-t-b-d-l.	Direct the child's arm and hand into making large motions of letters in the air. Practice on the chalkboard is helpful. Give the child worksheets or workbooks (commercial or teacher made) which direct the child to making the letters correctly. Monitor child frequently to check to see if he is making the letter in the correct manner i.e. top to bottom etc. Encourage the child to verbalize actions. Encourage left to right progression.	Chalkboard Chalk Pencils Crayons
3.) Student correctly prints the following letters: g-p-q-j-w-v-y.	Use all activities for level 2. Use Klecko Writing Book. Manuscript I and II. (a flexible plastic green chalkboard like surface with chalk pencils) may be useful. Tracing letters in the air allows the student to experience with the rhythmical flow of the writing process.	Klecko Publishing Company 600 Jackson, Chicago, IL <u>Learning About Writing</u> (manuscript), Frank Richards Phoenix, New York <u>Imaginary Line Handwriting</u> Beginning Manuscript Steck Vaughn Company Austin, Texas
4.) Student correctly prints the following letters: m-n-h-u-k.	Use all activities for level 2 and 3.	<u>Learn to Write-Letter Cards</u> #7326 Manuscript \$ 3.00 #7527 Cursive \$ 3.00 Alphabet Puzzle Cards #7311 Manuscript \$1.00 Milton Bradley Company Springfield, Mass.
5.) Student correctly prints the following letters: s-r-x-z-f.	Use all activities for level 2 and 3.	
6.) Student combines letters to make words using correct spacing.	Encourage the child to copy experience charts, letters, etc. and to compose original stories, spelling words the child cannot. When the child is writing at the chalkboard suggest and demonstrate, to the child, to use his hand to space adequately. With the same idea on paper direct the child to use his index finger for spacing. Encourage left to right progression along with the writing of manuscript letters.	

PLN NO 1: Learning to Communicate Ideas

Content Area VI: Functional Writing Skills

Item No. II: Writes Small Letters of Alphabet into Words (cursive)

PREREQUISITE SKILLS

Receptive and Expressive Language
Ability to Imitate
Eye-Hand Coordination
Visual Discrimination

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 4
Hold's Writing Utensil Properly P. 38

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item. 2.) Student correctly writes following letters: l-t-l-e-u-m-n.	Direct the child's arm and hand into making the large motions of the letters in the air. Practice on the chalkboard is helpful. Give the child appropriate work sheets or use the Klecko Writing Book (cursive) (a flexible plastic green chalkboard like surface with chalk pencils). Monitor the child frequently to check if he is making the letter correctly. Encourage the student to follow left to right progression.	Chalkboard Chalk Pencils Crayons
3.) Student correctly writes following letters: h-k-a-d-g-p-o.	For activities see level 2.	Klecko Writing Book (cursive) Klecko Publishing Company 600 Jackson, Chicago, IL
4.) Student correctly writes following letters: q-c-w-v-b-f-y.	For activities see level 2.	Imaginary Line Handwriting Beginning Cursive Suek Kaughn Austin, Texas
5.) Student correctly writes following letters: x-j-z-f-s.	For activities see level 2.	Learning About Writing (cursive) Frank Richards Phoenix, New York
6.) Student combines letters to make words using correct spacing.	Encourage the child to copy experience charts, letters, etc. and to compose original stories. See item #9 level 6 for suggestions to help child with spacing. Stress the differences and the functions between upper and lower case letters.	Alphabet Puzzle Cards #7512 Cursive \$1.00 Learn to Write Letter Cards #7527 Cursive \$3.00 Milton Bradley Company Springfield, Mass.

PLN NO 1: Learning to Communicate Ideas

Content Area VI: Functional Writing Skills

Item No.12: Writes Capital Letters of the Alphabet (manuscript)

PREREQUISITE SKILLS

Expressive and Receptive Language

Ability to Imitate

Visual Discrimination

Eye-Hand Coordination

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 4

Hold's Writing Utensil Properly P. 38

Small Letters of Alphabet Into Words

(Manuscript) P. 47

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
Student correctly 2.) prints the following capital letters: I-L-T-E-F-H-X-V.	Direct the child's arm and hand into making large motions of letters in the air. Practice on the chalkboard is helpful. Give the child worksheets or workbooks (commercial or teacher made) which direct the child in making the letters correctly. Monitor child frequently to check to see if he is making the letter in correct manner. ie. top to bottom etc. Encourage the child to verbalize actions. Child should repeat each letter as he/she prints it. Encourage left to right progression. Have child trace letters with index finger on the board or on flannel board.	Sandpaper Letters
Student correctly 3.) prints the following capital letters: A-K-M-N-W-Y-Z.	Use all activities for level 2. The Klesko Writing Book. Manuscript I and II (a flexible plastic green chalkboard like surface with chalk pencils) may be useful.	
Student correctly 4.) prints the following capital letters: O-Q-P-B-R-C.	Use all activities for level 2 and 3.	
Student correctly 5.) prints the following capital letters: U-D-G-J-S.	Use all activities for level 2 and 3.	
Student uses capital letter correctly in writing. 6.)	Child uses capital letters for proper nouns and at the beginning of sentences. The writing of experience charts with emphasis given to capitals used on proper nouns and at the beginning of sentences. Emphasis to capitals given whenever the teacher uses the chalkboard can be helpful. Teacher may introduce capital letters before a proper noun or at the beginning of a sentence by color coding the appropriate letter.	

PLN NO 1: Learning to Communicate Ideas

Content Area VI: Functional Writing Skills

Item No. 13: Writes Capital Letters of Alphabet (cursive)

PREREQUISITE SKILLS

Ability to Imitate
Receptive Language
Eye-Hand Coordination
Visual Discrimination

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 4
Hold's Writing Utensil Properly P. 38
Small Letters of Alphabet (Cursive) P. 48

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
Student correctly 2.) writes the following capital letters: A-C-M-N-O-P-R-B.	Note: In capital form, a whole sized small cursive letter (even if different from the chart) such as whole space small w, if recognizable should be acceptable. Also a cursive style of the printed symbol such as C or R connected to the rest of word should be acceptable. Direct the child's arm and hand into making the large motions of the letters in the air. Practice on the chalkboard is helpful. Give the child appropriate work sheets or use the Kleeko Writing Book (cursive) (a flexible plastic green chalkboard like surface with chalk pencils.) Monitor the child frequently to check if he is making the letter correctly.	Chalkboard Chalk Pencils Crayons Kleeko Writing Book (cursive) For other materials see item #11 Alphabet Puzzle Cards #7512 Cursive \$1.00
Student correctly 3.) writes the following capital letters: U-V-W-Y-Z.	For activities see level 2.	Flannel Board Capital Letters #7801 \$2.50 Milton Bradley Company Springfield, Mass.
Student correctly 4.) writes the following capital letters: H-E-K-Q-T-F.	For activities see level 2.	
Student correctly 5.) writes the following capital letters: D-I-J-S-G-I-H.	For activities see level 2.	
6.) Student uses capital letters correctly in writing.	Capital letters are attached to the word written when appropriate. Child capitalizes proper nouns and beginning of sentences. The writing of experience charts with emphasis given to capitals used on proper nouns and at the beginning of sentences. Emphasis to capitals given whenever the teacher uses the chalkboard can be helpful.	

PLN NO.1: Learning to Communicate Ideas

Content Area VI: Functional Writing Skills

Item No.14: Transposes Printed Material to Cursive Form

PREREQUISITE SKILLS

Eye-Hand Coordination
Ability to Imitate
Expressive and Receptive Language
Follows Multiple Directions

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 4
Hold's Writing Utensil Properly P. 38

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
Student transposes 2.) from printed to cursive, child's own name.	Child is able to write first and last name (cursive) style when manuscript copy of his name is presented. Teacher gives child two cards, one with his name in manuscript, one card with his name in cursive style. Teacher places one card above the other. Teacher and student compare both styles noting letters that are similar and different. The student should trace both forms with the index finger. Teacher has the child trace in the air. Emphasize the flowing movement of cursive writing.	Pencils Lined Paper Chalkboard Chalk Books
3.) from manuscript of the year from manuscript to cursive.	When presented with a given month (in manuscript style) child can transpose into cursive. Teacher should demonstrate desired response and assist the student in completing the task. At the beginning of a month teacher places both writing styles (manuscript and cursive) on the chalkboard. (cursive below manuscript). Comparisons of differences and likenesses are discussed. Name some reason why manuscript is used as opposed to cursive and vice-versa.	
4.) from manuscript to cursive familiar words, with assistance and name one purpose of cursive writing.	Child with visual cues (manuscript and cursive style given) can transpose familiar words. Teacher and child select key words. Teacher presents words in both manuscript and cursive style for the child to compare and copy in cursive style. Suggested reasons: cursive is used for signatures on legal documents.	
5.) manuscript printed material from chalkboard or chart to cursive form.	Teacher encourages child to copy assigned tasks (whenever possible) into cursive form, assisting when necessary. Teacher may need to use prosthetic devices that will enable the student to write on the appropriate line.	
6.) Student transposes printed material to cursive form.	When presented with printed material child can readily transpose into cursive style. Teacher encourages child to copy favorite poem or short language experience story into cursive writing. Teacher encourages child to copy a poem or favorite joke onto the chalkboard in cursive style.	

PLN NO 1: Learning to Communicate Ideas

Content Area VII: Functional Computational Skills

Item No. 1: Rote Counting (1-10)

PREREQUISITE SKILLS

Expressive and Receptive Language
Ability to Imitate
Follows Multi-step Directions

RELATED CONTENT ITEMS

Phone Numbers P. 107
Time Telling Nomenclature P. 427

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student repeats numbers.	Teacher says a number and student will repeat it. Teacher says a number (ie. one, five, four, etc.) and the student must repeat it. If he does so correctly, he has a turn saying a number and the teacher repeats. Continue activity until student repeats numbers at all times. Teacher prepares audio-flash cards with number names from 1-10 recorded on them. (ie. "One, go tell the teacher what number you heard"). If the student correctly repeats the given number he is given another card to listen to and repeat.	Language Master Audio-flash Cards Rhythm Sticks Xylophone Piano Wooden Blocks
3.) Student does rote counting 1-10 with verbal assistance.	Upon direction the student will count from 1-10 in ordered sequence following teacher's verbal cues. Teacher positions self at piano and taps one key at a time up to 10. The student must count as the keys are tapped. Teacher directs the student in finger play, "One, two buckle my shoe, three four shut the door, etc. As the teacher puts up her fingers the student must count and give phrase. Work up to the point where the student can perform the finger play alone. Example: 5 Little Monkeys - finger play.	
4.) Student repeats a series of 3 numbers.	Teacher gives a series of three numbers and the student repeats series correctly. Teacher claps her hands and says three numbers, (ie. 1, 2, 3, or 7, 8, 9). The student must repeat same. This can be varied by using rhythm sticks, tapping foot, jumping, etc. and saying numbers. Teacher directs student in singing song, "Little Indians". The teacher gives the first phrase, "1, 2, 3 little Indians", and the student must repeat. Continue the rest of the song in the same manner.	
5.) Student repeats a series of 5 numbers.	Teacher presents a series of 5 numbers and the student will repeat the series. Teacher taps xylophone and counts to 5, she then taps xylophone again and the student must say numbers. Reward by allowing the student to tap xylophone and count on his own. Teacher directs student in closing fists and pushing up one finger at a time while counting. Eventually work to the point where the student will do this on his own. Use both hands, one for 1-5 and the other for 6-10.	
6.) Student independently counts from 1 - 10.	Student will count to 10 upon request. Teacher may verbally guide student if necessary. Have teacher recite rhyme "10 Little Indians" and the student will imitate the teacher's response.	

PLN NO 1: Learning to Communicate Ideas:

Content Area VII: Functional Computational Skills

Item No. 2: Identifies Numerals 1-10

PREREQUISITE SKILLS

Expressive and Receptive Language
Ability to Imitate
Visual Discrimination

RELATED CONTENT ITEMS

Rote Counting (1-10) P. 52
Phone Numbers P. 107
Time Telling Nomenclature P. 427

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student points to and verbally labels numeral with the aid of a visual cue.	Teacher will present the student with a numeral and hold up an exact numeral. Teacher will identify the numeral and have the student repeat the response and point to the designated numeral.	Poster Paper Language Master Audio-flash Cards Calendar Miniature Toys Camera Slide Film Slide Projector Flannel Board Felt Cut-Outs <u>Instructor</u> License Plates Cash Register Number Sorter Puzzle by Creative Playthings
3.) Student will point and verbally label a numeral.	Teacher will present the student with a numeral printed on tag board. Teacher will identify numeral and student will imitate response/point to the numeral. Each numeral should be printed in a different color.	
4.) Student will point to a numeral among a group and verbally label it with the aid of a visual cue.	Teacher will present the student with a group of numerals and hold up a numeral. Teacher will identify that particular numeral and have the student point and verbally label a numeral in the group that is exactly the same. The numerals may be color-coded to aid the student.	
5.) Student will point to and verbally label a numeral in a group.	Teacher will present the student with a group of numerals. The teacher requests that the student point to and verbally label a specific numeral. Verbal assistance or physical guidance may be necessary.	
6.) Student will choose a numeral from a group of numerals and verbally label it.	Teacher will present the student with a group of numerals. Student will choose a numeral and verbally identify it. Teacher may put the numerals in order to show the progression of the numerals.	

PLN NO 1: Learning to Communicate Ideas

Content Area VII: Functional Computational Skills

Item No. 3: Matches Numeral with Correct Number of Symbols (1:1)

PREREQUISITE SKILLS

Expressive and Receptive Language
Ability to Imitate
Visual Discrimination

RELATED CONTENT ITEMS

Role Counting (1-10) P. 53
Following Simple Directions P. 80

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student counts objects in a group (1-10)	Teacher presents groups of objects (1-10) and the student will count them. The teacher lines the students up across the front of the room. One student is selected to count the number of children. Teacher takes the student outdoors to the playground area and instructs the student to count swings, slides, etc.	Poster Paper Circular Chips Construction Paper Mats and Silverware 8 by 12 Index Cards Flannel Board Felt Cut-Outs <u>Instructo</u> Visual Discrimination Box Developmental Learning Materials Teacher made counting games
3.) Student matches similar groups of objects according to number of items in group (one to one correspondence).	Teacher presents similar groups of objects and the student will match them correctly. The teacher prepares a square of poster board that is divided into 10 equal parts and gives this to the student along with an equal number of chips. The student will place one chip on each square. Teacher gives the student sheets of paper and instructs him to place one sheet on each of the students desks. The student will correctly match the number of sheets of paper with the number of desks.	
4.) Student will select the correct number of objects upon verbal command.	Teacher instructs student to select a given number of objects and student will do so correctly. At break time the teacher tells the student to get a given number of milk. The student will do so correctly. Teacher has the student set the table for lunch and gives instructions such as, "6 spoons, 2 glasses, 3 bowls, etc. The student will secure the correct number of items.	
5.) Student will count number of objects and identify corresponding numeral.	Teacher presents groups of objects and numerals and the student will match them. The teacher prepares index cards with numerals on them and presents these to the student along with a bowl of circular chips. The student will put the correct number of chips on the card containing the corresponding numeral. Teacher prepares flannel board with small cut outs arranged in groups of 1-10 items. (use only about four groups at a time) The teacher then gives the student felt numerals 1-10 and the student must match the numeral to the corresponding group of objects.	
6.) Student identifies number of objects in a group and matches it to the corresponding numeral correctly.	Teacher presents a given number of objects. Student will count objects and match corresponding numeral. Teacher presents the DLM Visual Discrimination box to the student with the number chips. The student will count the number of objects on each chip and match it to the corresponding number on the box and put the chip in the correct slot. Teacher prepares two groups of cards, one with a given number of small pictures on them and another with numerals on them. The teacher holds up a card with the pictures on it and the student must match the correct numeral card to it.	

PLN NO 1: Learning to Communicate Ideas

Content Area VII: Functional Computational Skills

Item No. 4: Concept of Quantity-Big/Little

PREREQUISITE SKILLS

Expressive and Receptive Language
Visual Discrimination
Eye-Hand Coordination
Ability to Imitate

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 4
Sort Visual Images into Groups P. 9
Relates Sorted Visual Memory P. 10
Sorting by Color Discrimination P. 399

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for teaching instruction on this item.		
2.) Student will touch the big or little object in a group of identical pairs with the verbal cue.	Teacher will hold up an identical pair of objects. One big and one little. Use objects that are very obvious in size. Teacher will present verbal cue of "Touch big/little object". Teacher places identical pair of objects in front of student and presents verbal cue. Physical assistance may be necessary. The objects should be noticeably different in size i.e. 2 circles, 9" (big) and 4" (little). Use objects common in student's environment.	Shapes cut from construction paper. Pairs of objects will vary in color. Teacher made worksheets
3.) Student will touch the big or little object in a group of identical pairs.	Teacher will present the student with a pair of identical objects except varying in size (big/little). The student will touch the appropriate object upon request.	
4.) Student will touch big/little object and label the object upon request.	Student will be presented with a pair of like objects that vary only in size. Teacher will present verbal cue, execute the desired response and label the object—(big/little). Teacher will repeat verbal cue and have student complete the task.	
5.) Student will touch and label big/little object among a group of objects upon request.	Student will be presented with a group of two pairs of identical objects. The student will group the big/little objects and label the groups appropriately upon request. Teacher has pairs of identical objects. For example: big/little circles, big/little squares, big/little triangles.	
6.) Student will touch and label big/little object among a set of three pairs of objects upon request.	Student will be presented with a group of three pairs of identical objects. The student will group the big/little object and label the groups appropriately upon request. Pairs will differ in color.	

PLAN NO 1: Learning to Communicate Ideas

Content Area VII: Functional Computational Skills

Item No. 5: Concept of Quantity - Long/Short

PREREQUISITE SKILLS

Visual Discrimination
Receptive and Expressive Language
Ability to Imitate

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 4
Sort Visual Images into Groups P. 9
Relates Stored Visual Memory P. 10
Sorting by Color Discrimination P. 399

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch the long/short object in a group of identical pairs with visual cue.	Teacher will hold up a pair of identical objects except they vary in length. Teacher will present verbal cue and touch the long/short object. Teacher will present the student with a pair of identical objects varying in length. The teacher will present the verbal cue and have the student complete the task. Two lines, paper or pipe cleaners mounted or drawn on 9" x 12" sheets of white paper.	Lines drawn on paper String Pipe Cleaners Paper Strips Shoelaces Ruler
3.) Student will touch the long/short object in a group of identical pairs.	Teacher will present the student with a pair of identical objects—long/short. Teacher will present the verbal cue and student will complete the task touching the appropriate object.	
4.) Student will touch long/short object and label the object upon request.	Teacher will present the student with a pair of objects long and short. Teacher will label each of the objects and present the verbal cue. Student will touch and label the object appropriately upon request.	
5.) Student will touch and label long/short object among a group of assorted objects upon request.	Teacher will present the student with two assorted pairs of objects (long/short). The student will sort the objects (long and short) and label the groups appropriately. The pairs of objects will differ in color.	
6.) Student will touch and label long/short object among a set of three pairs of objects upon request.	Teacher will present the student with three assorted pairs of objects. The student will sort and label the groups as to long/short.	

PLN NO 1: Learning to Communicate Ideas

Content Area VII: Functional Computational Skills

Item No. 8: Concept of Quantity - One/Many

PREREQUISITE SKILLS

Ability to Imitate
Visual Discrimination
Object Discrimination

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 4
Following Simple Directions P. 80
Discrimination of Object, Picture, Symbol
P. 6

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch one/ many identical objects with the aid of a visual cue.	Teacher will hold up paper with one/many objects on it. Teacher will present verbal cue and touch the correct set one/many. Teacher will place one/many objects in front of student and repeat the verbal cue. The groups will contain identical objects. For example: many pencils.	Assorted objects - blocks, beads, etc. Objects common to a classroom setting.
3.) Student will touch one/ many identical objects upon request.	Teacher will present the student with one/many identical objects and present the verbal cue. Student will choose the appropriate set upon request.	
4.) Student will touch one/ many assorted objects upon request.	The set of many objects will be assorted. Teacher will explain why this number represents many. Teacher will present the verbal cue and the student will touch the appropriate set one/many.	
5.) Student will touch and label one/many assorted objects upon request.	Teacher will verbally label the sets one/many. Teacher will present the student with the two sets and request that the student choose a designated set. The set for many will contain assorted objects.	
6.) Student will give the teacher one/many objects upon request.	Teacher will present the student with a group of blocks. Teacher will demonstrate the task by requesting one or many blocks and completing the response. The teacher will present the student with a group of blocks. The student will give the teacher one/many blocks upon request.	

PLN NO 1: Learning to Communicate Ideas

Content Area VII: Functional Computational Skills

Item No. 7: Writes numerals 0-9

PREREQUISITE SKILLS

- Eye-Hand Coordination
- Visual Acuity
- Ability to Imitate
- Ability to Follow Directions

RELATED CONTENT ITEMS

- Holds Writing Utensil Properly P. 38
- Traces Simple Line Drawing P. 40
- Performs Circular Movement P. 39
- Identifies Numerals 1-10 P. 53

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies numerals and traces them with fingers.	Teacher presents numbers to the student and student will identify them and trace around them with fingers. Teacher presents Ideal "Groovy Numerals" to the student one at a time. The student must identify the numeral. If he does so correctly he will then follow the grooves with his finger for tracing the number. Continue in same manner for all numbers. The teacher cuts numerals out of sandpaper and glues these to plastic coffee can lids. The teacher presents these to the student one at a time. The student must identify the numeral and trace the shape with his finger.	Groovy Numerals - Ideal Sandpaper Plastic coffee can lids Paper Plastic Numbers - Playschool
3.) Student identifies and traces numbers with pencil.	Teacher presents numbers 0-9 to the student and he will identify and trace them with a writing utensil. Teacher takes the student to the blackboard and writes a number. The student must then identify the number. If he does so correctly, he then traces the teacher's number with his chalk. Teacher places a large sheet of paper on the floor. She then proceeds to write large numbers on the paper. As the teacher writes each number the student must identify it. After all numbers have been identified the student must trace the numbers with his pencil. After tracing, the student must then identify each number once again.	
4.) Student completes incomplete number symbols.	Teacher presents incomplete number symbols to the student and he will complete them. On the blackboard the teacher writes partial numerals (ie. 1, 2, 3, 4, 5, 6, 7, 8, 9, 0). A student is selected to complete the number symbol and identify it. Teacher should initially present the numerals 1, 4, 7, followed by 2, 3, 5, and finally 6, 8, 9 and 0. It is simpler for the student to begin with numerals that require straight lines progressing to ones that require lines and curves, completing with numerals that are composed of curves. Teacher prepares dot-to-dot worksheets of numbers and presents them to the student. Using a pencil or crayon, the student will connect the dots to make number symbols.	
5.) Student imitates the writing of numbers.	Teacher presents numbers to the student and he will copy them. Teacher takes the student to the blackboard and demonstrates the writing of numbers one at a time. The student will imitate the teacher's numbers. Teacher secures plastic number forms and presents them to the student. The student then identifies the number, traces it with his finger, and writes it on a sheet of paper.	
6.) Student will write given numbers 0-9.	Teacher identifies a number and the student will write it correctly. During opening exercises in the morning the teacher writes the name of the month on the blackboard. The teacher then tells the date and selects a student to go to the board and write the correct numbers for the date beside the name of the month. Teacher plays a number recognition game with the class. The teacher begins by naming a number. A student is selected to go to the board and write a given number. If he does so correctly he then becomes the teacher and names a number and selects another student to write the number.	

PLAN NO 1: Learning to Communicate Ideas

Content Area VII: Functional Computational Skills

Item No. 1: Performs Simple Addition

PREREQUISITE SKILLS

Receptive and Expressive Language
Follows Multiple Directions
Writing Skills
Ability to Imitate

RELATED CONTENT ITEMS

Matches Numerals with Correct Number of Symbols P. 54
Rote Counting 1-10 P. 53
Following Simple Directions P. 80
Using Money P. 419-426

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can add one object to a group of objects and tell how many.	Teacher presents two sets of items. The student will combine the sets and tell how many. Using plain inch cubes, the teacher places three in a row and another one below the row. The student must count the number of cubes in the row and tell how many. He is then directed to place the other cube in the row and tell how many. Then have the student say a phrase such as "1" and 1 is 4". Teacher gives the student a sheet of paper and a crayon and instructs him to draw four circles. After completing the circles the student counts them and gives the quantity. The teacher then tells the student to draw one more circle. The student must then count the circles and tell how many. (Have student have the student give a phrase, 1, 2, 3, 4). Teacher presents two groups of objects. The student will combine them, count them and tell how many. Teacher presents milk and straws to the student for him to pass out to his classmates. The student counts the number of milk and gives quantity and does same for straws. He must then combine the two groups of items and tell how many are in both groups together. The teacher gives the student two simple directions, one at a time, calling for quantities of items. (e.g. Bring me two glasses. Bring me three blocks.) The student then combines the two groups, counts the items in them and tells how many.	Plain inch cubes <u>Developmental Learning Materials</u> Paper Crayons Classroom Toys Counting Beads Tag Board Large Pencils
3.) Student can add two groups of objects and tell how many.	When presented with two numbers the student will add them together correctly. Teacher takes the student to the blackboard and draws three triangles. The student counts the triangles and writes down the number 3. The teacher then draws two squares and the student counts them and writes the number 2. The teacher then has the student add the two numbers together. The student may recount the shapes to come up with the correct sum. Teacher presents the student with paper, pencil and counting beads and dictates two numbers at a time for the student to write down and add together.	<u>Major Math Program</u> Science Research Association Chicago, Illinois <u>Number Line Chart</u> DLM
4.) Student will demonstrate simple (one digit) addition problems using the number line.	Teacher will introduce the number line. Teacher will demonstrate simple addition procedures. Present verbal cue, "Touch the number 2. Add 3 to that number by counting 3 more points to the right. Answer 2 + 2 = 4." Teacher should vary the numbers using the number line from 1-10. Student should have the concept of right and left before attempting to utilize the number line.	
6.) Student will perform simple one digit addition problems upon request and presentation of written problem.	Teacher presents addition problem on tag board to the student. Student will complete the problem 1 + 3 = ____ using the number line. Student locates the numeral 1, counts 3 more points to the right; corresponding numeral 4. Answer 1 + 3 = 4.	

PLAN NO 1: Learning to Communicate Ideas

Content Area VII: Functional Computational Skills

Item No. 9: Performs Simple Subtraction

PREREQUISITE SKILLS

Expressive and Receptive Language
Ability to Imitate
Writing Skills
Visual Discrimination

RELATED CONTENT ITEMS

Matches Numerals with Correct Number of Symbols P. 54
Rote Counting P-10 P. 53
Following Simple Directions P. 80
Using Memory P. 419-426

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can take a given number of objects from a group of objects and tell how many.	Teacher presents a group of objects. After taking a given number away, the student will tell how many are left. The teacher presents the student with cookies for the class and the student must count them. The student is then instructed to give a cookie to two students. After correctly carrying out the directions the student must tell how many cookies are left. Continue in same manner until all cookies are gone. The teacher seats the student beside her and the other students in a semi-circle around her. The student will count the number of people in the room and tell how many. The student is then blindfolded and a given number of students are removed from the room. The student must then count and tell how many students are left and how many were left. Teacher presents a sheet of paper with a number of objects on it and the student will cross out some of the items and tell how many are left. The teacher prepares a worksheet with animals drawn on it, (ie, 3 rabbits and 2 cows) and presents it to the student and instructs him to count the animals. The teacher then directs the student in crossing out all of one kind of animal. The student will then count the remaining animals and tell how many are left. The teacher presents a worksheet with a given number of triangles, circles or squares drawn on it. The student will count the shapes and tell how many. The teacher then directs the student to cross out some of the shapes and tell how many are left. (ie, "Cross out 3 circles. How many circles are left?")	Cookies Crackers Worksheets Desk Size Chalkboard Chalk Blocks Beads Calendar Tag Board Large Pencils Number Line Charts - DLM Distar Math Program Science Research Association Chicago, Illinois
3.) Student can cross out a given number of items in a group and tell how many are left.		
4.) Student can subtract one number from another correctly.	The teacher presents simple one digit subtraction problems to the student and he will solve the problems correctly. The teacher presents the student with a desk size chalkboard with a subtraction problem written on it and wooden blocks to be used as counters. The teacher then instructs the student to solve the problem. The student will do so correctly. The teacher makes up story problems for subtraction and presents these to the student one at a time. (ie, John has six cookies. He gave two to Wendy. How many cookies does John have left?") Using paper, pencil and counters the student will solve the problem correctly.	
5.) Student will demonstrate simple one digit subtraction problems using the number line.	Teacher will introduce the number line to solve simple subtraction problems. Teacher will present number line to student. Following verbal cue, "Put your finger on number 5", student will do so. "Now subtract 2 by counting two points to the left." Student will do so. "Tell me what number you are now pointing to". Student verbally responds with "3". "What is 5 minus 2"? Student again responds with "3". Student should have the concept of right and left before attempting to utilize the number line.	
6.) Student will perform simple one digit subtraction problems upon request and presentation of written problem.	Teacher presents a subtraction problem on tag board to the student. Student will complete the problem 5 - 2 - using the number line. Student locates the numeral 5, counts 2 points to the left and comes up with the numeral 3.	

PLN NO. 1: Learning to Communicate Ideas

Content Area VII: Functional Computational Skills

Item No. 10: Concept of Tens

PREREQUISITE SKILLS

Receptive and Expressive Language
Gross and Fine Motor Coordination
Ability to Imitate
Follow Multiple Directions

RELATED CONTENT ITEMS

Following Simple Directions P. 80
Matches Numeral with Correct Number of Symbols P. 54

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student counts and places objects into groups of ten.	Teacher presents student with box of one hundred sticks (toothpicks, pick-up sticks, etc.) Following verbal cue, "Count out groups of ten and place a rubber-band around it," student carries out task. Teacher may physically aid student in counting out first bundle of ten. (Initially teacher can present only 20 sticks, having the student make two bundles)	Sticks (toothpicks, pick-up sticks, etc.)
3.) Student counts number of groups of ten.	Teacher places a number of bundles of ten in front of student. Following verbal cue, "How many groups of ten are there?" Student verbally replies "Two groups of ten or Four groups of ten."	
4.) Student identifies groups of ten with appropriate name.	Teacher places a number of bundles of ten in front of student. Following verbal cue, "How many sticks are here" student replies appropriately. (ten through ninety) Example: Teacher places two bundles of sticks in front of student requesting, "How many sticks are here", student replies "twenty". If student says "Two groups of ten" teacher should correct him by saying, "That's correct but two groups of ten is the same as twenty. Now how many sticks are there?"	
5.) Student identifies numbers between ten and ninety-nine.	Teacher places bundles and individual sticks in front of student. Following verbal cue, "How many sticks are here", student replies appropriately. Example: Teacher places two bundles and four individual sticks in front of student. Following verbal request, "How many sticks are there?" student replies, "24". If student replies two groups of ten and four, follow correction procedures as stated in developmental level 4.	
6.) Student will rational count objects and place in groups of tens and ones.	Teacher places a pile of sticks in front of student, following verbal cue, "Count the sticks" student bundles groups of ten until there are only nine or less sticks remaining. Student counts bundles of ten and individual sticks and verbally expresses total to teacher as a two digit number.	

PLN NO 1: Learning to Communicate Ideas

Content Area VII: Functional Computation Skills

Item No. II: Performs Borrowing and Carrying in Subtraction or Addition

PREREQUISITE SKILLS

Writing Skills
Receptive and Expressive Language
Ability to Imitate
Follows Multiple Directions

RELATED CONTENT ITEMS

Writes Numeral 0-9 P. 58
Performs Simple Addition P. 59
Performs Simple Subtraction P. 60

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student verbalizes quantitative description of two-digit numbers.	When presented with two-digit numbers the student will give a quantitative description of them. Teacher writes two-digit numbers on the blackboard. As the teacher points to the number the student must identify it and tell how many ten's and one's are in the number. The teacher prepares a worksheet with two-digit numbers on it with a quantitative description written as an example. The student must do same for the remaining numbers. (ie. $24 = 2 \text{ tens} + 4 \text{ ones}$) For additional information refer to item #10 Concept of tens.	Paper Pencils Chalk Toy Money Catalogues
3.) Student places numbers in correct columns when adding.	When presented with two-digit addition problems the student will place the numbers in the correct column when performing the problem. The teacher presents two-digit addition problems and has the student write out a quantitative description of the numbers and then add them together. (ie. $24 = 2 \text{ tens} + 4 \text{ ones} + 37 = 3 \text{ tens} + 7 \text{ ones} = 5 \text{ tens} + 11 \text{ ones} = 6 \text{ tens} + 1 \text{ one} = 61$). The teacher presents a worksheet with two-digit addition problems and the student will correctly solve the problems.	
4.) Student can add 10 to a number in the one's column and subtract one from a number in the 10's column to perform a subtraction problem.	When presented with a subtraction problem the student will borrow correctly. The teacher presents two-digit numbers to the student. The student must write a quantitative description of the number. The teacher then demonstrates borrowing of tens and describes the numbers with student repeating same. Continue in this manner having the student assist in the borrowing. The teacher writes a number on the board, such as 52. A student is selected to go to the board and borrow a ten and write the number accordingly. (ie. $52 = 4 \text{ tens} + 12 \text{ ones}$) The teacher then writes a number below the first number and the student must perform the subtraction problem correctly.	
5.) Student can borrow and carry when necessary for performing addition and subtraction problems with teacher assistance.	When presented with addition and subtraction problems involving borrowing and carrying the student will solve the problems with teacher assistance when necessary. The teacher plans for the students to cook lunch. The teacher and the students make a list of items that they need from the store, and go to the store and make their purchases. Upon returning the teacher writes down the prices and adds them together. The teacher then writes down the amount of money they had to start with and has the students subtract the amount of money spent. The students must then tell how much money is left.	
6.) Student can independently perform addition problems and subtraction problems involving the use of borrowing and carrying.	When presented with addition and/or subtraction problems the student will borrow and carry correctly independently. The teacher presents each of the students with play money totaling \$20.00 and a catalogue from which to select three items they would like to buy. The students will then write down the price of each item, add the prices together, subtract the cost from the \$20.00 and tell how much money is left. Each day the teacher gives the students 50¢ in toy money and sets up a store area in the room where the students may purchase items to use during the day. If the student wants to buy a given item he must subtract the price from his money and tell how much is left.	

PLAN NO 1: Learning to Communicate Ideas

Content Area VIII: Functional Reading Skills

Item No. 1: Left to Right Progression

PREREQUISITE SKILLS

Eye Contact
Attending to Task
Ability to Imitate
Expressive and Receptive Language
Visual Discrimination
Fine and Gross Motor Coordination

RELATED CONTENT ITEMS

Separation Figure Ground P. 3
Can Follow Left to Right Progression P. 41

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will visually track an object moving from left to right.	The teacher will move an object through the student's field of vision in a left to right movement. The student will consistently track this movement. Physical assistance may be necessary. The teacher will hold before the student a small block or ball. Following verbal cue, "Look at this" teacher moves it across student's field of vision from left to right, repeating this action until he can consistently track the object without looking away. Teacher has student visually track his/her index finger across a black board in a left to right movement.	Miscellaneous small toys Ideal Bead - stringing beads Erle Program Flannel Board Wipe Offs by Trend
3.) Student points to objects in a left to right progression.	The teacher will place two objects in a horizontal array on the table in front of the student. The teacher will point to the object in a left to right progression and the student will imitate the desired response on presentation of verbal cues. Teacher can increase the number of objects in an array as the student progresses.	
4.) Student will name objects in a left to right progression in a single horizontal array.	Teacher chooses three objects that the student can verbally identify. Following teacher demonstration of the task and verbal cue, student verbally identifies the three objects arranged in a horizontal array from left to right. Teacher presents student with a peg board and three pegs. Following demonstration, student places each peg in the board in a left to right sequence.	
5.) Student will identify objects in a left to right progression in a multiple horizontal array.	Teacher arranges objects in two horizontal rows consisting of three objects each. Teacher will identify the objects in a left to right progression across the first row repeating the left to right progression in the second row. As student progresses more rows may be added. On a piece of paper teacher has several rows of numbers, letters or objects that the student is familiar with. Following verbal cue student identifies object, etc. in a left to right progression.	
6.) The student will independently identify objects in a left to right progression in a multiple horizontal array.	Teacher presents objects in a horizontal array described in Step #5. Student will independently identify objects from left to right upon presentation of verbal cue. A) Using the Erle Program shape game board, student moves his marker from left to right following a line back to left before the student starts moving again. B) Student is presented with a worksheet of rows of letters, numbers, or objects, student verbally identifies figures in a left to right manner that is required in reading.	

PLN NO 1: Learning to Communicate Ideas

Content Area VIII: Functional Reading Skills

Item No.2: Sight Vocabulary, Own Name and Names of Peers/Family

PREREQUISITE SKILLS

Expressive and Receptive Language
Visual Discrimination
Ability to Imitate

RELATED CONTENT ITEMS

Discrimination of Own Name P. 83
Identification of Parent's or Guardian's P. 88

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will identify his/her printed name with the aid of visual cue.	Teacher will hold up a flashcard with student's name and explain what the card represents. Teacher places a flash card of exact likeness in front of the student. Upon verbal cue, the student will point to the flash card.	Language Master Transparencies Opaque Projector
3.) Student will identify his/her printed name.	Teacher will place a flash card with the student's name in front of the student. Upon presentation of verbal cue, student will point to the card representing his name.	
4.) Student will identify his/her printed name among a group of names with the aid of a visual cue.	Teacher will hold up the printed word and explain what it represents. The teacher will place a group of written names in front of the student and the student will choose the appropriate name among the group. Student can respond verbally or with a gesture.	
5.) Student will identify his/her printed name among a group of names.	Teacher will present the student with a group of printed names and request that the student choose the appropriate written name among the group.	
6.) Student will identify written names of his/her family or peers upon request.	The teacher will present a group of written names of peers and other names that the student is familiar with. The student will choose the appropriate name upon request.	

PLAN NO. 1: Learning to Communicate Ideas

Content Area VIII: Functional Reading Skills

Item No. 3: Sight Vocabulary: Names of Colors

PREREQUISITE SKILLS

Expressive and Receptive Language
Visual Discrimination
Ability to Imitate
Gross and Fine Motor Coordination

RELATED CONTENT ITEMS

Identifies Color as Alike or Different P. 36
Identifies Shades and Tints P. 37
Identifies Nine Basic Colors P. 35
Sorting by Color Discrimination P. 399

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student points to a specific color upon demonstration of task and presentation of verbal cue.	Teacher will point to a specific color and label it. Upon request, student will point and label to the appropriate color. Physical assistance may be necessary. Suggested color to be used: red, blue, yellow, white, black, green, brown, purple, orange.	Language Master DLM Color Clowns Flannel Board Color Cards, Color Chart by Ideal Colored Bears by Milton Bradley
3.) Student will match the printed word with the appropriate color and label it upon request.	Teacher will present a color to the student and have the student identify the color. Teacher presents the printed word and demonstrates the matching of the color and the printed word. Upon request, the student will match the printed word and the color. Physical and verbal guidance may be necessary. Color code the printed word so it matches with the color itself.	
4.) Student will choose the appropriate color upon presentation of printed word.	Teacher will place a group of colors in front of the student. The teacher will present the printed word, the student will label it and choose the appropriate color from the group.	
5.) Student will choose a printed word and match it to the corresponding color among a group of printed words and colors.	Teacher presents a group of printed words. Student will choose a word, label it and match it to the corresponding color among a group of printed words and colors. Teacher should be sure that the student means the colors before making a choice.	
6.) Student will choose and identify printed words from a group of each of the basic colors.	Student will choose a printed word and identify the color, then go and find an object in the room that is that particular color. Teacher may have the printed word and color paired and posted on the front board as a key for the student.	

PLN NO 1: Learning to Communicate Ideas

Content Area VIII: Functional Reading Skill.

Item No. 4: Sight Vocabulary: Functional Signs

PREREQUISITE SKILLS

Expressive and Receptive Language
Ability to Imitate
Visual Discrimination

RELATED CONTENT ITEMS

Entrance/Exit P. 356
Stop Sign P. 368
Railroad Crossing P. 369
Danger and Warning Signs P. 370

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will point to different functional signs in one's daily living with the aid of a visual cue.	The teacher will hold up a functional sign and explain to the student what it represents. Teacher will place a sign of exact likeness in front of it and have the student point to the sign upon request. The teacher will take the student around the school and school yard and point out different signs such as Men's, Women's, Exit, Office and various traffic signs.	Language Master Teacher-made slides Wooden replicas of traffic signs Individualized instruction cards.
3.) Student will point to different functional signs in one's daily living.	The teacher will explain what each sign represents in the environment. Teacher will place a sign in front of the student and have the student point to the sign verbally labeling it. Using cardboard pictures of functional signs, the teacher will arrange them around the room. Students will identify a particular sign.	
4.) Student will identify a functional sign and name one purpose of the sign.	Teacher will list various purposes for each of the functional signs. Upon request, the student will name one purpose for each sign. On audio flash cards, the teacher will have pictures of the different functional signs; she will record, "This is a SIGN. What do you do?" The student will identify the function of each sign.	
5.) Student will choose a sign from a group, identify it, and name at least one purpose.	Teacher will present a group of signs to the student. Teacher will encourage scanning of the various signs before making a choice. Teacher should use the list of the purposes of functional signs to aid the student.	
6.) Student will participate in a role playing and demonstrate his/her knowledge of functional signs through appropriate play.	Teacher will initiate a role playing activity involving the use of functional signs. Stress the importance of interpreting signs correctly. Have the students cue in on shape, color, size, etc.	

PLAN NO 1: Learning to Communicate Ideas

Content Area VIII: Functional Reading Skills

Item No. 5: Sight Vocabulary: Familiar Objects

PREREQUISITE SKILLS

Receptive and Expressive Language
Ability to Imitate
Gross and Fine Motor Coordination
Visual Discrimination

RELATED CONTENT ITEMS
Separation Figure Ground P. 5
Following Simple Directions P. 80
Relates Stored Visual Memory P. 10

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will identify words of familiar objects when paired with the picture.	The teacher will present pictures of familiar objects with the printed word below the picture. Teacher will explain the relationship between the printed word and the picture. Student will point to the picture and verbally label the picture and the printed word. Teacher should label the objects around the classroom with the printed word. On a sheet of tag board, the teacher will make a picture of an object and label it. The sheet will be cut into two pieces and the student must complete the puzzle by matching the correct pieces.	Miscellaneous Objects from Class Language Masters Seq. Text Series Teacher-made Identification Cards
3.) Student will repeat the words of the familiar objects as they are presented.	Teacher will present the printed word and say the word having the student imitate the desired response. On audio flash cards, the teacher will write the names of familiar objects and record the names. This will allow the student to work independently.	
4.) Student will identify the printed word and match it with the object.	Teacher will place one object in front of the student and present a printed word. The student will verbally label the printed word and match it to the object. Teacher may need to verbally guide or physically assist the student.	
5.) Student will identify the printed word and among a group of objects, match the printed word and the object.	Teacher will present the student with a group of objects. Teacher will present a printed word, the student will verbally label it and match it to the corresponding object upon request.	
6.) Student will choose an object and find the printed word that corresponds to that object.	Teacher will present the student with a group of objects. Student will choose an object, identify it, and choose the appropriate printed word found in a group of words that corresponds to it.	

PLN NO 1: Learning to Communicate Ideas

Content Area IX: Comprehensive Reading Skills

Item No. 1: Labels Sounds (consonant)

PREREQUISITE SKILLS

Expressive and Receptive Language
Ability to Imitate
Visual and Auditory Discrimination

RELATED CONTENT ITEMS

Identifies Sound as Different or Alike P. 8
Classifies Sounds P. 17
Repeats Sound Sequence P. 18

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.	The teacher will demonstrate to the student that different letters we call consonants each have their own unique sound.	Learning with Laughter Kits Magazines
2.) Student identifies the different consonants having individual sounds.	The teacher will use the Learning with Laughter Kits to teach the different sounds initial consonants have. Through the use of these kits the students will be able to identify the initial sound of different words. The student will make posters of different consonant sounds they hear. For example, on the poster of "m" sounds the student will cut out of magazines all the pictures of words that have the "m" sound, and put them together to make the "m" poster.	
3.) Student will imitate the teacher as she presents the sounds of the consonants.	The teacher will be able to point to a consonant, and pronounce its sound. The student will then imitate the sound he hears. The teacher will have a chart of all the consonants on the board. She will then go along pointing to different consonants and articulate their sounds. The student will follow along and repeat the sound as he hears them. Using the consonant posters the children made of initial sounds, the teacher will pronounce the different words represented stressing the sound being worked on then, repeat the sound by itself. The student will then imitate both the sound by itself and in the word. Teacher may use a picture to aid the student in visualizing the necessary sound of the poster. A chart may be made of the word.	
4.) Student will name and identify the soft silent sounds of the consonants.	The student will be able to name the soft sound the consonants have and those that are silent when asked to do so. The teacher will present the three letters; c, g, s, which have more than one sound. She will give examples of both the "k" and "g" sounds of c; the "y" and "i" sounds of g; and the "s" and "z" sounds of s. From the examples given the student will be able to tell what consonant is giving the sound. The teacher will present examples of letters that are not pronounced; for instance k and w in know; the w in wrap and g and h in such words as light or night. As the teacher presents the words in writing the students will have to identify what the irregularity is.	
5.) Student will name all the hard sounds of the consonants.	The student will be able to name the hard/or regular/ sound the consonant, make as the teacher emphasizes (no distortion), the sound being studied. From magazines the teacher cuts out pictures of familiar objects each having a distinct initial consonant sound and pastes them on tag board. The children must place all the cards which start with the letter b in a box marked "bb". Using the students auditory discrimination the teacher will prepare worksheets with a stimulus picture followed by five or six other pictures. The student must then find the other pictures that start with the same sound as that of the stimulus picture.	
6.) Student will be able to identify by their sounds each of the 21 consonants.	The student will be able to name the letter sounds that are in each word. The teacher will begin a list of "b" initially sounding words at which the student will be asked to supply other words that begin with that sound. The teacher may want to write these words on the board or a poster as the children name them. The teacher will place a known word on the board, ie. cat, the teacher will then have the student describe how the initial consonant sound is added, erased and another writ ten in its place to form a new word. The children will then identify the consonant sound added and the new word it forms.	

PLAN NO 1: Learning to Communicate Ideas

Content Area IX: Comprehensive Reading Skills

Item No. 2: Labels Sounds (vowels)

PREREQUISITE SKILLS

Ability to Imitate
Receptive and Expressive Language
Visual and Auditory Discrimination

RELATED CONTENT ITEMS

Identifies Sound as Different or Alike P. 3
Classifies Sounds P. 17
Repeats Sound Sequence P. 18

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies that the different vowels have individual sounds.	The teacher will demonstrate to the student the other letters we call vowels which have their own unique sounds. Using the sight words the student has previously learned the teacher will have the child pick out those letters that are vowels when they see the words written. The teacher will articulate a variety of noises and vowel sounds. The student will be able to identify which sounds are vowels and which are just noises.	Language Master Audio-visual flash cards Teacher-made identification cards
3.) Student will imitate the teacher as she gives the sounds of the vowels.	The teacher will point to a vowel written on the board and give its sound. The student will be able to imitate the teacher. On audioflash card; the teacher will tape: "This is letter O, it sounds like this, oooh. What does it sound like?" The student will then be able to imitate the sound he hears. The teacher will emphasize (but not distort) the different vowel sounds as heard in different words the student knows. The teacher will say the vowel sound and then put it in a word. The student will then imitate both the vowel and word correctly.	
4.) Student will name the short sounds of all the vowels.	The student will be able to verbalize the short sounds that the different vowels make. The teacher will write on the board, several words that have the short <u>a</u> sound (cat, man, back, etc.). The teacher will then pronounce each word placing slight emphasis on the (a) sound and will then have the student say the words after paying close attention to the short <u>a</u>. A version of the foaler games may be used where the teacher produces a short vowel sound. The teacher then proceeds to pronounce words with that letter in it. The student will identify whether they hear the short vowel sound or not.	
5.) Student will name the long sounds of all the vowels.	The student will be able to verbalize the long sounds that the different vowels make. The teacher will choose words to which a final e may be added to change the sound of the middle vowel and form a new word. In each case the student will identify the short middle vowel sound; the teacher will then add an e on the end of the word and identify the new sound. The student will thus learn the sound of the long vowels and be able to pronounce them. The teacher will demonstrate that a vowel will sound different (have a long sound) when placed in front of another vowel by writing short vowel words; set, cot, men, fed, got, pan and man on the board. After discussing each word individually she will add; a, e, i, o, u, respectively and talk about the new vowel sound they hear. The student will pronounce the new vowel sounds they have learned.	
6.) Student will be able to identify by their sounds, each of the five sounds.	When hearing a vowel as pronounced in a word the student will be expected to identify whether it is long or short and which vowel it is. The teacher will write a word on an audioflash card "READ" the card will say, "read" what sound does the "e" make? Upon hearing the card the student will record the long e sound. And so forth with the different long and short vowel sounds the students have learned. The teacher will make up little flash cards containing the sight words the student knows. She will pronounce the word for the student and ask him what the vowel is that he hears and does it have a short or a long sound.	

PLN NO 1: Learning to Communicate Ideas

Content Area IX: Comprehensive Reading Skills

Item No.3: Can combine consonant and vowel sounds to make words

PREREQUISITE SKILLS

Receptive and Expressive Language
Visual and Auditory Discrimination
Ability to Imitate

RELATED CONTENT ITEMS

Identifies Sound as Different or Alike P. 9
Classifies Sounds P. 17
Repeats Sound Sequence P. 18

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can identify and combine one vowel sound and one consonant sound that form a word.	The teacher will write in correct order one vowel and one consonant that form a word. The student will be able to sound out and identify the word. The teacher will write a two letter word on the board. She will then have the student give the sound of each letter independently. The student will then work on saying the two sounds fast until they blend together as a word. On audioflash cards the teacher will have written several two letter words. The student will study the word and then record the correct pronunciation of that word.	Language Master Various Published Picture Story Books Flannel Board Master Language Program Level 1 Science Research Associates Inc. Chicago, Illinois
3.) Student will identify and combine a combination of three letter sounds to form a word.	The teacher will write different three letter words which the student will be required to sound out and identify. The teacher will write down a three letter word. She will then have the student pronounce the sound of each letter separately. The student will then work at putting the 3 sounds together quickly until it sounds like a smooth blend. The teacher will write several three letter words on flash cards. The student will be asked to sound out the words silently to themselves. When they think they know what the word says, the student will be called upon to identify it. This can be made into a game by giving points for every correct word identified.	
4.) With teacher assistance the student can sound out a word of four or more letters.	The student will be able to sound out and identify most words. Teacher assistance should be provided if necessary. The teacher will read picture story books with the teacher having the student sound out and read as many words as possible. A racetrack game board can be made in which each square would contain a word the student would be expected to sound out. The student will then shake a dice and move his marker that many spaces. He must then sound out the word in this square or go back to where he started from.	
5.) Student will break down words into their individual sounds.	When sounding out a word the student will be able to break the word into syllables for easier pronunciation. The teacher will write a word on the board and pronounce it with emphasis on each syllable. The student will pronounce the word as the teacher has just done and then go to the board and divide the word into syllables. The teacher will write down words leaving a space between each syllable. The student will then be asked to look at the word and on his own sound it out by syllables.	
6.) On sight student will identify words by combining their vowel and consonant sounds.	The student will be able to use his knowledge of consonant and vowel sounds to pronounce words. On a flannel board the teacher will spell out words one at a time. The student will identify each letter aloud. The teacher will then ask the student what the word says. After saying the sound of each letter the student will combine each sound correctly to form the word written. On an audioflash card, the teacher will write a phonetic word. Each card will play, "What is this word?" the student will take the card, place it in the machine and play it. He will then look at the different letters he sees written in front of him, sound them out as he knows them to be and then press the record and say the word that he has just figured out.	

PLN NO. 1: Learning to Communicate Ideas

Content Area IX: Comprehensive Reading Skills

Item No. 4: Labels in ends, Digraphs, Etc.

PREREQUISITE SKILLS

Receptive and Expressive Language
Ability to Imitate
Follow Multiple Directions in Sequence

RELATED CONTENT ITEMS

Identifies Sound as Different or Alike P. 3
Classifies Sounds P. 17
Repeats Sound Sequence P. 18
Following Simple Directions P. 80

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student imitates consonant blends clearly.	The teacher will go over the three consonant blends; r-final, l-final, and s-beginning and the student will be able to clearly imitate the blend he hears. The teacher will write the blend word to be studied for the student to see. She will then pronounce the word and emphasize the fact that the two letters are blended together rather than pronounced separately. The student will then be asked to pronounce the word. He will continue to repeat the word until he is able to verbalize the blend correctly. The teacher will write down different blend words. She will pronounce just the blend as it sounds in the word. She will then ask the student to underline the letters in the blend she pronounced. The student will then repeat the blend he has heard and underlined.	Cassette tape recorder and tapes Audio-visual flash cards Consonant blend flash cards
3.) Student clearly labels consonant blends upon request.	When asked, the student will be able to point out and pronounce a blend sound when he sees it written. The teacher will make large flash cards of the different blends. She will pronounce each sound separately and then pronounce the blend pointing out the difference in sounds. The student will then pronounce the blend sound. The student should eventually be able to label these on his own. The teacher will write down a blend. She will ask the student to identify the blend he sees written. The student will then be asked to use that blend correctly in a word that he will think up.	
4.) Student will identify vowel and consonant blends when they appear in words.	The student will identify blends when he sees them written within a word and pronounce them correctly. The teacher will prepare a series of three words, <u>le</u>, <u>stand</u>, <u>skip</u> and <u>smart</u>. The teacher will then pronounce one of the words. The student will listen closely, look at all three words and mark the blend word he hears. The teacher will make a card with blend-words on and place them in a box. The student will draw out a card, identify the letters that make up the blend and pronounce the word. If he does it correctly he may spend five minutes in the back of the room with a toy of his choice.	
5.) Student can pronounce words with blends correctly with teacher assistance.	The student will be able to correctly pronounce words containing blends. The teacher will assist where needed. The teacher will make a cassette tape of blend sounds with cards to go along. The student will look at the card and pronounce the word. He/she will then hear the same word pronounced on the tape, compare how he/she said it with the way the tape says it and repeat the word again. The tape will then say turn to the next card, and the student will go on from there. The teacher will write a word on the board that contains a blend. The teacher will be asked to pronounce the word. On a large piece of tag board the teacher will have made a race course game board. If the student pronounces the word blend correctly he may spin the number wheel and move his marker that many spaces.	
6.) Student correctly uses blends in words.	In day to day speaking the student will be able to use blends in his speech and make verbal corrections when necessary. The teacher will set up a situation in which the student will be talking about a subject in which words with blends will be used. The teacher should encourage the student to use this type of word and praise him when he does it correctly. The student should basically be speaking extemporaneously. The teacher will send the student to the store to buy blend word supplies; <u>small bottle of glue</u>, <u>kleenex</u>, <u>crayon</u>, etc. The student will be expected to tell the store keeper what he wants, pronouncing the blend word comprehensibly so that the store keeper knows what he wants.	

PLN NO. 1: Learning to Communicate Ideas

Content Area IX: Comprehensive Reading Skills

Item No. 3: Reads Phrases and Sentences

PREREQUISITE SKILLS

Receptive and Expressive Language
Ability to Imitate
Word Discrimination and Recognition

RELATED CONTENT ITEMS

Left to Right Progression P. 63
Sight Vocabulary P. 64-67
Labels Actions P. 31
Using Articles and Conjunctions P. 33
Following Simple Direction P. 34

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies the correct usage of sentence punctuation.	The student will identify the use of basic sentence punctuation as it applied to reading for meaning. Using a teacher-made chart the teacher will introduce the comma, question mark, period, and exclamation point explaining when and why they are used. The student will be able to pair the correct punctuation with its sentence structure. The teacher will read aloud a sentence making inflections which the punctuation calls for. The student will listen to the manner in which the sentence is read and then verbally identify what punctuation is to be used.	Various published picture story books and other library books Any of filmstrips ordered. Weekly Reader Magazine Tape Recorder Language Master
3.) Student can read aloud a maximum of five words in a row.	The student will be able to read coherently a sentence of five words or less. The teacher will make up short sentence (ie, describing the weather, the class etc.). The student will be expected to read these in a manner in which the separate words will combine to become one sentence. The teacher will pick out a selection of picture story books which limit their sentences to five words or less but which have interest to the particular student. The student will then read this book aloud to the teacher, taking a sentence at a time. Teacher should ask questions about the material read by the student to check on comprehension. Teacher should use one or two line language experience stories. When presented with reading material, the student will be able to read the selections by himself with 50% accuracy. The teacher should select readings that the student is familiar with such as a nursery rhyme or well known short stories. The student will read these selections aloud for the teacher. The teacher will show a filmstrip or a cartoon strip on the screen and call on the different students according to their ability and the difficulty of the selection, to read the captions. Teacher should quiz the student on comprehension of the passage.	
4.) Student can read aloud short phrases and sentences.	The student will be able to read his way fluently through a well constructed paragraph. The teacher will pass out such selections as the Weekly Reader for the students to read over. After each student is done, the teacher will call on the students to read various parts of the selection. The teacher will select a storybook from the library of appropriate difficulty and working alone with the student, will have him read selected paragraphs of the story. The teacher should encourage the students to ask questions related to the passage or paragraph.	
5.) Student can fluently read aloud a coherent paragraph.	The student will be given selections to read silently, on his own without teacher assistance. The teacher will make up a paragraph relevant to the student, using words that he can figure out or recognize. The student will then be asked to read this silently to himself. As a check when the student has finished the teacher will ask questions to make sure the student read the whole thing. As seat work to be done on their own time, the students will be given library books to read. The teacher will ask the student to come up to her if there is any word he cannot figure out, when the student is done reading the book the teacher will go through pointing to random words for the student to read. The words he has trouble with will be made into a list for the student to work on.	

PLN NO. 1: Learning to Communicate Ideas

Content Area IX: Comprehensive Reading Skills

Item No. 6: Reads and Comprehends Directions

PREREQUISITE SKILLS

Receptive and Expressive Language
Reading and Comprehension Skills
Ability to Imitate
Fine and Gross Motor Coordination

RELATED CONTENT ITEMS:

Left to Right Progression P. 63
Sight Vocabulary P. 64-67
Labels Actions P. 31
Using Articles and Conjunctions P. 33
Following Simple Direction P. 80

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will read and complete a simple one stop direction.	The student will be able to read a one-part direction and then follow it correctly. The teacher will make audio-flash cards with simple one-part directions on them to say something about the weather etc. The student will then take the card, read what he is supposed to do, place the card in the machine, press, record and tell what the weather is like, etc. The teacher will pass out worksheets with the directions already written on the top. For instance, "draw a circle around all the pictures of things you could eat." The student will take the worksheet, read the directions and successfully complete the worksheet.	Language Master Paper mache utensils for a table place setting.
3.) Student will read and follow in parts, a multiple direction.	The student will be able to read a multiple direction in sequential order and carry it out correctly. The teacher will give the student a copy of directions she has written for a game the student will be able to play. The student will read each part separately and carry out the instructions as he goes. The student will be given a treasure hunt type form of directions in which he will have to carry out several different directions in order to reach the end result--his lunch bag, a toy he enjoys, etc.	
4.) Student will read and follow a multiple direction.	The student will be able to read a multiple direction and follow all the parts of the direction correctly. The teacher will organize an art project of paper mache. Beforehand she will have written out the directions to be followed in paper macheing and pass them out to the student. The teacher should then observe how closely the students come to following the directions as they do their paper mache project.	
5.) Student will identify the main idea from a paragraph upon request.	The student will be given an informative paragraph and asked to read it carefully. When he has completed this, the teacher will ask him questions to determine what the main idea was. Using a short story to be read by the class, the teacher will ask the students to read 1 a paragraph at time and stop after each paragraph to discuss it. The teacher should start out with paragraphs in which the main idea is more obvious. The students will be given a descriptive paragraph to read carefully for the main meaning. When they are done reading it, the teacher will pass out paper and crayons and ask the students to draw a picture of what they thought the main idea was. Be sure and use a paragraph where this can easily be drawn.	
6.) Student will read a short story and then sequence the events of the story in correct order.	A short story will be given to the student to read. When he is through the teacher will have him sequence the main events of that story. The teacher will give the student a short story to read. While the student is reading the teacher will diagram four of the major events of the story and place them on separate cards. When the student is finished he will be asked to arrange these four cards in the order in which they happened in the story. The teacher will give the student a short story to read. While the student is reading the teacher will write out four or five of the main events of the story. When the student is through reading the story, he will be asked to read over all of the main events as outlined by the teacher.	

PLN NO 1: Learning to Communicate Ideas

Content Area X: Functional Communication Skills

Item No. 1: Correct Phone Usage

PREREQUISITE SKILLS

Receptive and Expressive Language
Eye-Hand Coordination
Numerical Recognition
Visual Discrimination

RELATED CONTENT ITEMS

Telephone Skills P. 106-109
Obtains Taxi by Telephone P. 201
Emergency Situations P. 374-377

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies phones and its usage.	Teacher presents various types of contemporary phones to child. Child identifies each as a phone. Teacher presents actual phone and toy phone to child and allows child to manipulate the toy phone. Cautions child not to play with actual phone. Teacher explains the parts of the phone and its function.	Toy Phone Wall Phone Desk Phone Princess Phone Lighted Dial Phone (borrow from phone company) Tele-trainer (borrow from local phone co.) Personal Phone Directory
3.) Student answers the phone correctly, can call another person to the phone.	Child answers the phone appropriately and calls given person to the phone. Using the tele-trainer, teacher in another room, causes the phone to ring in the classroom. One previously indicated child answers by saying, "hello". Teacher asks to talk to another child in the class, answering child calls particular child to the phone. Repeated activities such as this involving the total class are helpful.	
4.) Student answers the phone correctly, takes and relays message appropriately.	Child answers the phone appropriately and either jots down a message, which may be given to a missing person or relays the message verbally when missing person returns, depending upon child's level of functioning. Using the same approach (tele-trainer) teacher asks to talk to herself. When child responds that teacher is gone, a message is given. This message is given the teacher when she returns to the classroom.	
5.) Student dials calls with assistance. Interprets busy signal, wrong number and dial tone.	Child listens for dial tone and dials number given either auditorily or visually, with help. Child explains meaning of busy signal and wrong number tone. Using the tele-trainer, child dials given number with help. Hangs up phone when busy signal is heard and states, "the line is busy". Same approach may be used for wrong number tone. The teacher or another student operates tones heard.	
6.) Student dials phone number and converses appropriately.	After the child has practiced on the tele-trainer and can dial phone number etc. as a reward, allow him to call his home number using the school phone if possible. Phone companies often give out personal phone number books. These may be given to the students so that they can, with help if necessary, list important numbers in the booklet.	

PLAN NO 1: Learning to Communicate Ideas

Content Area X: Functional Communication Skills

Item No 2: Communicates Appropriately to an Emergency (telephone)

PREREQUISITE SKILLS

Receptive and Expressive Language
Ability to Imitate
Follow Multiple Directions in Sequence
Visual Discrimination
Numeral Recognition
Eye-Hand Coordination

RELATED CONTENT ITEMS

Telephone Skills P. D6-109
Obtains Taxi by Telephone P. 201
Emergency Situations P. 374-377

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student dials operator and requests assistance.	Using a creative dramatic approach, child and teacher decide the kind of emergency child will respond to. Using the tele-trainer, child dials operator (0) with assistance and requests appropriate help from the teacher or aide who is the "operator". Varying situations and imaginary emergencies can be helpful. Students may role play a situation initiated by the teacher. Teacher should list the various community services that handle emergencies--police and fire department, rescue squad.	Tele-trainer--may be borrowed from local phone company.
3.) Student dials operator and requests assistance.	For activities see level 2. Child should need less prompting from the "operator"--teacher at this level.	
4.) Student calls neighbor or friend and requests assistance.	Through a prior interview with the parents, teacher receives name and telephone number of neighbor or friend child can call in an emergency. Child practices on the tele-trainer with the teacher. Finally calling the friend - neighbor to inform him of his progress. This can be used as a reward as well. Teacher should encourage the student to be precise in his/her description of the emergency situation.	
5.) Student can find appropriate phone number and request help.	Again using a creative dramatic approach teacher and child find emergency numbers. Using the tele-trainer, child dials particular number depending upon the situations and requests help from answering party. The emergency phone numbers should be located on a pad next to the phone.	
6.) Student can find appropriate phone number and request help.	Again, using a creative dramatic approach, a particular emergency situation is developed by teacher and student. Using the tele-trainer, child finds appropriate number, dials correctly and requests help from the answering party. The emergency phone number should be located on a pad next to the phone.	

PERSISTING LIFE NEED #2

Learning To Understand One's Self And Getting Along With Others

Learning To Understand One's Self And Getting Along With Others outlines specific suggestions for teaching the essential habits, attitudes and skills related to the acquisition of socialization skills. Emphasis on understanding and adjusting to one's strengths and weaknesses, learning how to relate to others (peers, family, groups, authorities, opposite sex and strangers) and learning to develop telephone skills is included.

PLN NO. 2: Learning to Understand One's Self and Get Along With Others

PREREQUISITE SKILLS

Ability to Imitate
Receptive Language

Content Area 1: Readiness Skills for Interaction

Item No. 1: Establishing Eye Contact

RELATED CONTENT ITEMS

Attention P. 79

Discrimination of Own Name P. 83

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will attend to a given stimuli for a period of one second upon presentation of verbal cue.	The teacher will present the verbal cue, "Student's name, look at me." Teacher will aid the student by having him/her follow the teacher's index finger to the teacher's eyes. Student should be immediately reinforced when eye contact is established. Physical assistance may be necessary in turning the student's head to complete the assigned task.	For the groups of objects: Toys Picture Cards Clothing Objects that could be used later in an object recognition program.
3.) Student will attend to a given task for a period of three seconds upon presentation of verbal cue.	The time interval is increased to aid the student in developing an attention span necessary for more complex tasks. Teacher should use index finger to aid in the task.	Songs: Made-up songs involving body parts. For example: Touch your head, etc., Clap your hands. Flannel board materials may be used.
4.) Student will scan a group of objects that are presented in front of him/her.	Upon presentation of verbal cue by teacher, "Look at these <u>name the objects</u> " the student will scan the objects with the aid of teacher's index finger. Teacher should point to each individual object and have the student look at each one. The objects should be far enough apart so the teacher can judge whether or not the student is making the correct response.	
5.) Student will attend to task and complete one step directions upon presentation of verbal cue and demonstration of task.	Teacher will present a group of objects in front of the student and present the verbal cue, "Look at me. Do this." Teacher will then point to a specific object and repeat the verbal cue having the student complete the assigned task. Physical assistance may be necessary. Teacher should have the student scan the objects before imitating the task.	
6.) Student will attend to the task and imitate simple actions demonstrated by teacher upon presentation of verbal cue.	Teacher presents the verbal cue, "Look at me. Do this." Teacher executes some gross motor movement and repeats the verbal cue having the student imitate the task. Use index finger as an additional cue for the student. Physical assistance may be necessary.	

PLN NO.2: Learning to Understand One's Self and Get Along with Others

Content Area 1: Readiness Skills for Interaction

Item No.3: Following Simple to Multiple Directions in Sequence

PREREQUISITE SKILLS

Receptive Language
Ability to Imitate
Eye-Hand Coordination
Number Concepts
Object Identification
Spatial Concepts

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 4
Separation Figure Ground P. 5
Matches Numerals with Numbers of Objects
P. 54

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will place one object in the appropriate place upon demonstration of the task and presentation of the verbal cue.	Teacher will place a tray with multiple compartments in front of the student and place an object in a specific place in the tray and present the verbal cue, "Place the object in the tray." Teacher repeats the verbal cue and the student completes the desired task. Physical assistance may be necessary.	Egg cartons may be used as trays or any type of separators that would serve the function of dividing the objects into the specified array.
3.) Student will place a specified number of objects (they are all the same) in the tray when presented with the verbal cue.	Teacher will specify how many objects (all are the same) the student will place in the tray. The object of the task is for the student to listen and place the correct number in the tray. Teacher will not specify a particular array that the objects have to be in. Physical assistance may be necessary.	Objects to be used can include anything that is manipulable but preferably nonedible.
4.) Student will place a mixed group of objects on the tray upon presentation of the verbal cue.	Teacher will give the student three groups of objects. For example: buttons, paper clips, and screws. Teacher will specify the amount of objects from each group that will be placed in the tray. Teacher will not specify a particular array. Teacher should identify each of the groups for the student. Teacher should stress that the students listen carefully to the directions first and then when the teacher says, "Begin", the students will complete the desired task.	
5.) Student will place a mixed group of objects in a particular array in the tray.	Teacher will specify the amount of objects from each group and also the position of them in the tray. Teacher may designate position through such words as on top, under, below, next to, left, right, etc. Teacher should stress the fact that the students listen to the directions before executing the task. Physical assistance may be necessary.	
6.) Student will give directions to the other students specifying the number of objects from each group and the array in which they are to be arranged.	The purpose of this exercise is to give the students experience in giving directions and using the necessary terminology, while the other students listen to the directions. Teacher should aid the student in applying the terms and identifying the objects to be used. Directions can include getting an object from a specified place in the room and placing it in another location.	

PLN NO. 2: Learning to Understand One's Self and Get Along with Others

PREREQUISITE SKILLS

Follows Simple Directions P. 80
Cluttered Pathways P. 346
Meal Cleanup P. 454-464

Content Area 1: Readiness Skills for Interaction

Ability to Follow Multiple Directions in Sequence
Expressive and Receptive Language
Ability to Imitate

Item No. 4: Puts Materials Away

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student will put materials away.	Teacher will verbally assign task that students will put materials away. Example: Following the teacher's verbal cue, "I will put the puzzles away", teacher will walk to puzzle and put it on the rack. After replacing it, teacher will make verbal request "put the puzzle away". Student will respond by putting it away. If student does not respond to verbal cue, teacher may use physical or verbal guidance. Teacher should give the student notice a few minutes prior to clean up time that the "puzzles will have to be put away soon". Teacher will verbally assign task that students put materials away and request that student completes the task. Example: Following teacher's verbal request "Put your crayons and pencils away", student will respond by putting materials away with teacher offering only verbal guidance.	Materials commonly found in the classroom
3.) Following verbal cue, student will put material away, with teacher offering only verbal guidance.	Teacher will supervise student putting materials away. Example: Following teacher's verbal request "Put your books away", student will walk to book shelf and put books away with no further cues offered.	
4.) Following verbal cue, student will initiate putting materials away.	Teacher will tell students to "Put materials away" at various periods during the day. Student will initiate and independently put away most of the materials. Example: Following teacher's verbal statement "It's time to go home, let's clean up", students will put materials away. If student does not respond by putting materials away, teacher may provide additional cues.	
5.) Student independently puts most materials away.	Teacher will tell students to "Clean up, get ready for (reading, lunch, P. E.)". Student will initiate and independently put materials away with no further cues. Example: Following verbal comment "It's time for reading", student will put materials away with no further cues from teacher.	
6.) Student will independently and consistently complete the task of putting materials away.		

PLN NO. 2: Learning to Understand One's Self and Get Along With Others

Content Area II: Self Image

Item No. 1: Identification of Body Parts

PREREQUISITE SKILLS

Receptive and Expressive Language
Ability to Imitate
Gross and Fine Motor Coordination
Visual Discrimination

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 4
Follows Simple Directions P. 80

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of the task, and verbal cue, student will respond by touching the designated body part on himself.	Teacher demonstrates the task by presenting the verbal cue, "Touch Body Part" and touches the desired body part on the student. She then repeats the cue and touches the body part on herself while the student completes the task touching himself. Student may need physical assistance in the beginning. Possible body parts that may be used: head, arm, hand, fingers, eyes, nose, ears, mouth, shoulder, leg, foot.	Hand made faces and body parts - use tag board or construction paper. Commercial Materials Instructo Products Company My Face and Body, No. 284 Flannel Board use Songs: Fingers and Toes, The Music Hour, 1st-3rd books. 5V Silver c 1928-1930 Clap Hands, Gaynor, Mrs. AMS A Chinese Child's Day, G. Schirmer c 1910 Book Bodies by Barbara Brenner, Dutton, 1973
3.) Student will touch the appropriate body part in a picture with assistance.	Teacher places a blank face in front of student. Either flannel board or hand made faces may be used. The face remains except for the body part that is being taught. For example: if mouth is the desired body part, only the mouth is present on the face. Possible body parts are the same as Step 2. Teacher demonstrates the task and presents verbal cue "Touch body part." Student may need physical assistance.	
4.) Student will independently touch the appropriate body part in a picture.	Student will be presented with a picture with all the normal body parts. May use pictures from magazines, hand made pictures or flannel board figures. Upon presentation of verbal cue "Touch body part" the student will have to choose the appropriate body part within the figure. Suggested body parts are the same as Step #2. The teacher can use a mirror to aid the student in becoming aware of a total person. Also to develop an awareness of physical contact with another person, the student may touch the desired body parts on the teacher.	
5.) Student will touch the appropriate body part and label it.	Task requires the use of pictures or an actual model. For example: the teacher. Verbal cues are, "This is body part. Touch body part. What is this called?" Student should touch the desired body part and verbally label it. Suggested body parts are the same as Step #2. Teacher can also present the written word along with the verbal cue. The student points to the desired body part and as he verbally labels it, he points to the printed word.	
6.) Student will label the appropriate body part and name a function that the body part may perform.	Teacher demonstrates task same as Step #5, and also adds a one word response in answer to the verbal cue, "What is it used for?" Acceptable responses may be: Hair - a covering Eyes - to see Ears - to hear Hands - to grab Feet - to walk Legs - to walk Arms - to reach Mouth - to talk Nose - to smell	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

Content Area II: Self Image

Item No.2: Discrimination of Own Name

PREREQUISITE SKILLS

Receptive and Expressive Language
Ability to Imitate
Gross Motor Coordination

RELATED CONTENT ITEMS

Follows Simple Directions P. 80
Attention P. 79
Sight Vocabulary - Name P. 64

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch the printed word card that represents his name with the aid of a visual cue.	The teacher presents the printed word in front of the student on the table. She also holds the same printed word in front of her. This serves as an additional visual aid to help the student. Teacher presents the verbal cue, "Touch name" and demonstrates the task by touching the printed word on the table. Teacher repeats the verbal cue and the student imitates the desired response. Physical assistance may be necessary.	Tagboard with the proper names printed legibly. May use different colors for each of the proper names to aid the student in visually seeing the differences among the proper names.
3.) Student will touch the appropriate printed word without the aid of a visual cue.	Teacher presents the printed word in front of the student on the table. Teacher presents the verbal cue, "Touch name." Physical assistance may be necessary.	Table - a piece of plywood about 14" x 18" may be used to present the printed words. It is easy to handle and sometimes helps in establishing better eye contact.
4.) Student will touch the appropriate printed word among a group of proper names with the aid of a visual cue.	Teacher presents the student with a set of printed proper names directly in front of him. The teacher holds up the desired word in front of her to aid the student in choosing the correct response. To develop scanning skills, the teacher should have the student watch her index finger as she presents the verbal cue, "Touch name." The teacher runs her finger from left to right along the printed proper names on the table. Physical assistance may be necessary.	
5.) Student will touch the appropriate printed word among a group of proper names without the aid of a visual cue.	Teacher presents the student with a set of printed proper names directly in front of him. Teacher presents the verbal cue, "Touch name" and the student makes the desired response. Use the same procedure as in Step #4 to help develop scanning skills.	
6.) Student will label the printed word among a set of printed proper names.	The teacher will present the student with a group of printed proper names and will point to the desired word, and give the verbal cue "What is this word?" The teacher should first demonstrate the task and provide the correct answer. Physical assistance may be necessary. Use the same procedure for developing scanning skills as noted in Step #4.	

PLAN NO 2: Learning to Understand One's Self and Get Along With Others

Content Area II: Self Image

Item No. 3: Understanding of One's Emotions

PREREQUISITE SKILLS

Expressive and Receptive Language
Ability to Imitate
Follow Multiple Directions in Sequence
Scanning Skills
Visual Discrimination

RELATED CONTENT ITEMS

Follows Simple Directions P. 90
Visually Attends to Stationary Object P. 2
Role Playing P. 104-105

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student is presented with a picture card representing a specific emotion. Upon presentation of verbal cue the student will touch the appropriate picture with the aid of a visual cue.	The teacher will hold up a picture card and place another one of the exact likeness in front of the student. Teacher explains the event that is depicted in the picture. Teacher presents the verbal cue "This is someone who is specific emotion. Touch picture of someone specific emotion." Teacher demonstrates the task and then repeats the verbal cue (along with visual cue - the duplicate picture card) having the student complete the task. Emphasize the facial expression of the character. Physical assistance may be necessary. Suggested emotions that may be used are: happy, sad, anger, fear, proud, lonely and ashamed.	Filmstrips: All Kinds of Feelings New York, New York: Scholastic Magazines Why Do My Feelings Change? Jamaica, New York, Gate House, Inc. Study Prints Moods and Emotions Elgin, IL, David C. Cook Publishing Company Hand Mirrors Record/Book: Free to Be You and Me, "It's Alright to Cry"
3.) Student is presented with a picture card representing a specific emotion. Upon presentation of verbal cue the student will touch the picture without the aid of a visual cue.	The teacher will present the materials placing a picture card in front of the student. Teacher explains what emotion is being portrayed and emphasizes the facial expression. Teacher presents the verbal cue, "This is someone who is specific emotion. Touch picture of someone specific emotion." Suggested emotions same as above. Teacher should focus attention on actual classroom events that demonstrate other emotions.	
4.) Student will touch the picture representing a specific emotion among a group of picture cards, upon demonstration of task and presentation of verbal cue with the aid of a visual cue.	The teacher will place a group of picture cards in front of the student. Teacher will hold up a picture card of exact likeness as one in the group of cards. Teacher explains the emotion being portrayed and presents the verbal cue, "This is a picture of someone specific emotion. Touch picture of someone specific emotion." Teacher demonstrates the desired response and repeats the verbal cue having the student complete the task. Teacher can use index finger to aid the student in scanning the materials before making a choice. Teacher should emphasize facial expressions.	
5.) Student will touch the appropriate picture card in a group upon presentation of verbal cue without the aid of a visual cue.	The teacher presents the verbal cue, "This is a picture of someone specific emotion." Teacher emphasizes facial expressions and scanning skills. Teacher can provide the students with a mirror and encourage them to make happy expressions, sad expressions, etc.	
6.) Student will choose a specific card and say what it represents and why. The student will then make a facial expression that represents the desired card.	Teacher will demonstrate the task - randomly select a picture card from the group, tell what emotion it represents and why. Teacher makes a facial expression depicting the emotion. Teacher presents verbal cue, "Choose a card, tell me why you think this child is sad." After student completes the task, teacher asks him/her to make a face like the one in the picture.	

PLN NO. 4: Learning to Understand One's Self and Get Along With Others

Content Area II: Self Image

Item No. 4: Understanding of One's Emotions - Like

PREREQUISITE SKILLS

Expressive and Receptive Language

Ability to Imitate

Scanning Skills

Follow Multiple Directions in Sequence

RELATED CONTENT ITEMS

Follows Simple Directions P. 80

Visually Attends to Stationary Object P. 2

Role Playing P. 104-105

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon presentation of verbal cue and demonstration of task, with the aid of a visual cue, the student will touch the appropriate picture.	Teacher will hold up a picture card and explain why the character likes the event or object in the picture. Teacher places a picture card of exact likeness in front of the student. Teacher presents verbal cue, "This is someone that likes <u>specific example</u>. Touch the picture of someone liking <u>specific example</u>." Teacher demonstrates task and then repeats verbal cue, having the student complete the task with the aid of a visual cue. Emphasize facial expressions. Physical assistance may be necessary. Teacher should name the event or object in the picture when presenting the verbal cue.	Instructo: <u>Understanding Our Feelings</u> Books: <u>Things I Like to Do</u> Glendale, California, Bowmar Individualized Instruction Materials
2.) Student will choose the appropriate picture when presented with the verbal cue without the aid of a visual cue.	Teacher will place a picture in front of the student and present the verbal cue, "This is someone liking <u>specific example</u>." Touch the picture of someone liking <u>specific example</u>." Emphasize facial expressions. Students can assemble a collage or scrapbook of things they like to do.	Study Prints: <u>Moods and Emotions</u>, Elgin, IL David C. Cook Publishing Co.
4.) Student will touch the appropriate picture card along a group of cards representing someone that likes an event or object.	Teacher will hold up a picture card and explain why the character likes the event or object. Teacher places a group of picture cards in front of the student and has the student scan the pictures. Teacher presents a verbal cue along with visual cue and demonstrates the desired response, "This is a picture of someone liking <u>specific example</u>." Touch the picture of someone liking <u>specific example</u>." Teacher repeats verbal cue and student makes the desired response. Remove visual cue when student has mastered the task with the aid of the visual cue. Teacher can use index finger to aid in scanning the group of pictures.	
5.) Student will touch an object that he likes and tell why he likes it.	Teacher will choose an object that the student likes and place it in front of the student. Teacher explains why he/she likes that particular object. Teacher presents verbal cue, "Touch an object that you like" and demonstrates the task. Teacher repeats the verbal cue and student completes the task. Teacher asks why and the student gives a reason. Physical assistance may be necessary. Teacher may prompt student in eliciting a verbal response to the verbal cue, "Why do you like it." May give the student options to choose from. For example: because it is sweet, soft, etc.	
6.) Student will choose among a group of objects one that he likes and give a reason why.	Teacher will present a group of objects in front of the student. Teacher presents verbal cue, "Choose the object you like best." When student completes task, teacher asks why he/she chose that particular object. Teacher may try to elicit responses by giving the student options and prompting the student. Teacher may use index finger to aid the student in scanning the various objects before making a choice.	

PLN NO 2: Learning to Understand One's Self and Get Along with Others

Content Area II: Self Image

Item No. 5: Understanding of One's Emotions - Dislike

PRE-REQUISITE SKILLS

Receptive and Expressive Language
Visual Discrimination
Gross and Fine Motor Coordination
Ability to Imitate

RELATED CONTENT ITEMS

Follows Simple Directions P. 80
Visually Attends to Stationary Object P. 2
Role Playing P. 104-105

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will be presented with a picture card representing someone who does not like an event or object.	Teacher holds up a picture of someone who does not like a specific example and explains why emphasizing the expression of the character in the picture. Teacher places a picture of exact likeness in front of the student and presents the verbal cue, "This is a picture of John after he fell off his bike. He does not like to fall off his bike. Touch the picture that shows John does not like to fall off his bike." Teacher demonstrates the desired response and repeats the verbal cue having the student complete the task with the aid of the visual cue. Physical assistance may be necessary. Teacher should name the specific event or object in the picture when presenting the verbal cue.	Kits: Instructo, <u>Understanding Our Feelings</u> Individualized Instruction Materials Study Prints: <u>Mood and Emotions</u>, Elgin, H. David C. Cook Publishing Co.
3.) Student will touch the appropriate picture of someone who does not like something without the aid of a visual cue.	Teacher will place a picture card in front of the student and present the verbal cue, "This is a picture of John after he fell off his bike. He does not like to fall off his bike. Touch the picture of someone who does not like to fall off his bike." Emphasize the facial expressions.	
4.) Student will touch the appropriate picture card representing someone who does not like a specific example (event or object) among a group of cards with aid of a visual cue.	Teacher holds up a picture card representing the emotion dislike. Teacher compares the cards representing the emotions likes and dislikes and explains the relationship. Teacher presents a group of mixed picture cards in front of the student and presents the verbal cue, "Touch the picture of someone who does not like something." Teacher demonstrates the desired response and repeats the verbal cue having the student complete the task. Teacher may use index finger to aid in scanning the materials. Physical assistance may be necessary.	
5.) Student will touch the appropriate picture representing the emotion "does not like" without the aid of a visual cue.	Teacher presents the student with a group of mixed picture cards. Teacher presents the verbal cue, "Touch the picture of someone who dislikes a specific example." Emphasize the difference among the pictures.	
6.) Student will choose a picture and tell whether it represents the emotion likes or does not like.	Teacher will present the student with a group of pictures. Teacher presents the verbal cue, "Choose a picture and tell me if the person likes or dislikes something." Teacher may elicit more speech by asking how the student knows - emphasizing facial expressions.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

Content Area II: Self Image

Item No. 6: Identification of Personal Information - Birthday

PREREQUISITE SKILLS

Receptive and Expressive Language
Gross and Fine Motor Coordination
Visual Discrimination
Follow Multiple Directions in Sequence
Calendar Skills

RELATED CONTENT ITEMS

Left to Right Progression P. 63
Identifies Numerals P. 53
Follows Simple Directions P. 80

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch the printed word that represents the month, date, and year of his/her birthday, with the aid of a visual cue.	Teacher will hold up the printed phrase of the student's birthday and explain what the printed card represents. Teacher places a card of the exact likeness in front of the student and presents the verbal cue, "Touch the words <u>student's birthday</u>." Teacher demonstrates the desired response and repeats the verbal cue having the student complete the task. Physical assistance may be necessary. Prerequisite vocabulary: months of the year, dates. Teacher explains what the card represents and presents the verbal cue, "Touch the words <u>student's birthday</u>." Teacher then asks student to repeat the words. For example: May 2, 1965.	<u>Individualized Identification</u> Cards Bulletin Board Calendar
3.) Student will touch the printed word card of the student's birthday without the aid of a visual cue.		
4.) Student will choose the appropriate word card representing his/her birthday among a group of cards with the aid of a visual cue.	Teacher will place a group of word cards in front of the student and hold up a duplicate that represent the student's birthday. Teacher explains that the card represents the student's birthday and will have the student scan the word cards in front of him/her. Teacher presents the verbal cue, "Touch your birthday, <u>specific date</u>." Teacher will demonstrate the task and repeat the verbal cue having the student complete the task. Physical assistance may be necessary. Tell student that we celebrate birthdays and have a party with cake, etc. Remove visual cue when student has mastered the task with the visual cue.	
5.) Student will locate the month and number date of his/her birthday on a calendar pointing to and labeling the month at the top of the page and to the date.	Teacher demonstrates the task and presents the verbal cue, "Show me your birthday." When the student responds, teacher says, "What does that say?" The number date and month should be drawn in with different colors to aid the student in making a correct response. Teacher should explain the function of a calendar to the student.	
6.) Student will find the appropriate month and number date of his birthday, given a calendar with the 12 months of the year and will be able to give his current age in years.	Teacher will demonstrate the task and present the verbal cue, "Find your birthday on the calendar." Teacher should use the printed word card as a visual cue along with color coding the number date and month of the student's birthday. Student will be able to give his age upon request. Have the student use index finger for scanning.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

Content Area II: Self Image

Item No. 7: Identification of Personal Information - Parent's or Guardian's Names - first and last

PREREQUISITE SKILLS

Expressive and Receptive Language
Ability to Imitate
Gross and Fine Motor Coordination
Visual Discrimination

RELATED CONTENT ITEMS

Discrimination of Own Name P. 83
Understanding Family Members P. 90-99
Seeking Police Assistance P. 374
Telephone Skills P. 36-109
Communicating in Emergency P. 75

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Locates skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch the printed word card that represents his/her parents or guardian's names with the aid of a visual cue.	Teacher holds up a printed word card and explains what it represents. Teacher places a word card of exact likeness in front of the student and presents the verbal cue, "Touch parent's name/guardian's name." Teacher demonstrates the desired response and repeats the verbal cue having the student complete the task. Student may need physical assistance. Can color code first vs. last name for later academic programming.	Kits: Family, Philadelphia, Penn., Instructo Products Individualized Instruction Materials
3.) Student will touch the printed word card that represents his/her parent's or guardian's name without the aid of a visual cue.	Teacher places printed word card in front of the student and presents the verbal cue, "This is your (mother's, father's, guardian's) name." Have the student label the word cards repeating the words after the teacher.	
4.) Student will touch the appropriate word card representing his/her parent's or guardian's name among a group of printed word cards with the aid of a visual cue.	Teacher holds up a printed word card and explains what it represents. Teacher places a group of word cards in front of the student and has the student scan the cards. Teacher presents the verbal cue, "Touch parent's name/guardian's name," and demonstrates the desired response. Teacher repeats the verbal cue and student completes the task, with the aid of a visual cue. Color code the first and last names. Physical assistance may be necessary. Student should label the printed word card.	
5.) Student will touch the appropriate word card representing the parent's or guardian's name among a group of word cards without the aid of a visual cue and tell which is the first and which is the last.	Teacher places a group of word cards in front of the student and presents the verbal cue, "Touch parent's name/guardian's name. What does that say?" Teacher will point to first and last name and explain the relationship Teacher says, "Touch the (first, second) name." Emphasize the colors of the two words and why they are different.	
6.) Student will label the printed word card of his/her parent's or guardian's name and place it on a bulletin board under the figure that represents mother, father, or guardian	Teacher presents the printed word card and says, "What does this word say?" "Put word under (mother, father, guardian) on the board." Teacher demonstrates task and repeats verbal cue. Teacher should point to this board when giving command. Teacher may elicit speech by asking why the student placed the word where he did. Physical assistance may be necessary.	

PLN NO 2: Learning to Understand One's Self and Get Along with Others

Content Area II: Self Image

Item No. 8: Difference between Men and Women (Physical Differences)

PREREQUISITE SKILLS

Receptive and Expressive Language
Scanning Skills
Ability to Imitate
Sorting Skills
Gross and Fine Motor Coordination

RELATED CONTENT ITEMS

Identification of Body Parts P. 82
Understanding Family Members P. 90-99
Role Playing P. 105

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will point to a picture of a man and tell why he identified it as a man.	Teacher will present the student with a full length picture of a man. Teacher explains why one can tell that the picture represents a man by identifying physical characteristics. Student touches picture and gives one reason why the picture represents a man. Teacher should emphasize dress and physical appearance such as facial hair, organs, etc.	Pictures of men and women - tag board or construction paper. Magazine pictures, newspaper prints, actual photographs. Flannel board or bulletin board materials. Commercial Materials: Instructo Flannel Board <u>My Face and Body</u> Filmstrips: <u>Becoming a Man</u>, Burbank, California, Cathedral Films, Inc. <u>Becoming a Woman</u>, Burbank California, Cathedral Films <u>Maturing Boys and Girls</u>, Burbank, Calif. Cathedral Films, Inc. Study Prints: <u>Parts of the Body</u>, Danaville, New York, Instruction Public, Inc. Books: <u>How We Get Our Clothing</u>, McCall, Edith
3.) Student will point to a picture of a woman and tell why she is identified as a woman.	Teacher will present the student with a full length picture of a woman. Teacher explains why the picture represents a woman by identifying physical characteristics. The student touches the picture and gives one reason why the picture represents a woman. Teacher should emphasize dress and physical appearance.	
4.) Student will point to the appropriate picture of a man or woman and give a reason for his/her choice.	Teacher will present the student with a group of pictures and ask the student to show the teacher a picture of either a man or a woman and a reason for the choice. Teacher should emphasize the act of scanning the selection before making a choice. Ask the student to point to various body parts that he/she may use in on when making a choice.	
5.) Student will sort a group of pictures according to sex and give a reason for their choices.	Teacher presents a group of mixed pictures and the student will choose at random a picture and identify it as a man or woman and the reason for the answer given. The student will place the picture under the appropriate category which is labeled and also recognized by a figure next to the label.	
6.) Student will page through a magazine, newspaper, etc., and identify the pictures of people as either (male or female) man or woman, and give a reason for their answer.	Teacher should point out that often times length of hair does not aid in recognizing the difference between men and women. Teacher can discuss the actions or emotions of the people in the picture.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

PREREQUISITE SKILLS

Receptive and Expressive Language
Scanning Skills
Ability to Imitate

Content Area III: Understanding of Family Members

Item No.1: Recognition of Father

RELATED CONTENT ITEMS

Sight Vocabulary - Family Name P. 64
Identification of Guardian's Name P. 88
Family Roles & Responsibilities - Mother P. 96
Family Roles & Responsibilities - Father P.93
Specific Jobs P. 409-418

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lack of skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch the picture of father upon demonstration of the task and presentation of a visual cue.	Teacher will hold up a picture of father and explain what the picture represents. Teacher will place another picture of exact likeness in front of the student and present the verbal cue, "This is a picture of father. Touch picture of father." Teacher will demonstrate the desired response and repeat verbal cue having the student complete the task. Physical assistance may be necessary. (Note: This item could be modified to accommodate the individual differences in each child's family structure.)	Flannel Boards: <u>My Home and Family</u>, <u>Instructor Products Co.</u> Kits: <u>Schools, Families, and Neighborhoods</u>, <u>Palatine, IL</u>, <u>Field Educational Publications</u> Filmstrips: <u>Family Members</u>, <u>Chicago, IL</u>, <u>Society for Visual Education, Inc.</u> May use real photographs of family members.
3.) Student will touch the picture of father upon presentation of verbal cue without the aid of a visual cue.	Teacher places a picture of father in front of the student and presents the verbal cue, "This is a picture of father. Touch picture of father." Teacher should explain the relationship between father and student.	
4.) Student will touch a picture of father among a group of pictures with the aid of a visual cue.	Teacher will hold a picture of father and explain to the student what the picture represents. Teacher places a group of pictures in front of the student and presents the verbal cue, "This is a picture of father. Touch a picture of father." Teacher demonstrates the task and has the student complete the task. Teacher may use index finger to aid the student in scanning the materials. Physical assistance may be necessary.	
5.) Student will touch the appropriate picture of father without the aid of a visual cue.	Teacher presents the group of pictures in front of the student and presents the verbal cue, "Touch a picture of father." Teacher should explain what the picture represents. Teacher should have the student label the picture of father in response to the verbal cue, "What is this picture?" "It is a picture of father."	
6.) Student will choose a picture of father among a group of pictures and give the appropriate label.	Teacher should try to elicit spontaneous speech from the student by using verbal prompts and asking questions of the student such as, "Who is this in the picture?" Have the student scan all the pictures before making a choice.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

PREREQUISITE SKILLS

Ability to Imitate
Receptive and Expressive Language
Scanning Skills

Content Area III: Understanding of Family Members

Item No. 2: Recognition of Mother

RELATED CONTENT ITEMS

Identification of Guardian's Name P. 88
Sight Vocabulary - Family Name P. 64
Difference Between Men & Women P. 89
Family Roles & Responsibilities - Mother P. 96

Specific Jobs P. 409-418

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch the picture of mother upon demonstration of task and presentation of verbal cue with the aid of a visual cue.	Teacher will hold up a picture of mother and explain what the picture represents. Teacher places a picture of exact likeness in front of the student and presents the verbal cue, "This is a picture of mother. Touch the picture of mother." Teacher will demonstrate the desired response and repeat the verbal cue having the student complete the task. Physical assistance may be necessary. (Note: This item could be modified to accommodate the individual differences in each child's family structure.) Teacher places picture of mother in front of the student and presents the verbal cue, "This is a picture of mother. Touch picture of mother." Teacher should explain the relationship between mother and student.	Filmstrips: <u>How Do You Feel About Your Home and Family?</u>, Los Angeles, CA, Churchill Films. <u>My Mother Works At Home</u>, Los Angeles, CA, Churchill Films Flannel Boards: <u>My Home and Family</u>, Philadelphia, PA, Instructo Products Company The Family, Springfield, MA Milton Bradley and Company Books: <u>In Your Family</u>, Palo Alto, CA, Fearon Publishers <u>Where Are The Mothers</u>, Marine, Dorothy May use real photographs of the family members.
3.) Student will touch the picture of father upon presentation of task without the aid of a visual cue.		
4.) Student will touch a picture of mother in a group of pictures with the aid of a visual cue.	Teacher will hold up a picture of mother and explain to the student what the picture represents. Teacher places a group of pictures in front of the student and presents the verbal cue, "This is a picture of mother. Touch picture of mother." Teacher demonstrates the task and repeats the verbal cue having the student complete the task. Physical assistance may be necessary.	
5.) Student will touch the picture of mother among a group of pictures without the aid of a visual cue.	Teacher places a group of pictures in front of the student and presents the verbal cue, "This is a picture of mother. Touch picture of mother." Teacher should use index finger to aid the student in scanning the selection of pictures.	
6.) Student will choose the appropriate picture of mother and label the picture.	Teacher presents the verbal cue, "Touch the picture of mother." When student completes the task, teacher asks why the student made the choice that he/she did. Teacher asks student to label the picture upon presentation of verbal cue, "Who is this?"	

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PLN NO 2: Learning to Understand One's Self and Get Along With Others

PREREQUISITE SKILLS

Expressive and Receptive Language
Ability to Imitate
Scanning Skills

Content Area III: Understanding of Family Members

Item No. 3: Recognition of Sister

RELATED CONTENT ITEMS

Sight Vocabulary - Family P. 64
Difference Between Men & Women P. 89
Family Roles & Responsibilities - Sister
P. 97

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch the picture of sister upon demonstration of task and presentation of verbal cue with the aid of a visual cue.	Teacher will hold up a picture of sister and explain what the picture represents. Teacher places a picture of exact likeness in front of the student and presents the verbal cue, "This is a picture of sister. Touch the picture of sister." Teacher will demonstrate the desired response and repeat the verbal cue having the student complete the task. Physical assistance may be necessary. (Note: This item could be modified to accommodate the individual differences in each child's family structure, ex. step-sister, cousin, etc.)	Flannel Boards: My Home and Family, Philadelphia, PA, Instructo Product Company Cassettes: <u>We Want A Little Sister</u>, St. Paul, Minn., 3M Company Books: <u>In Your Family</u>, Palo Alto, CA, Fearon Publishers May use real photographs of family members.
3.) Student will touch the picture of sister upon presentation of task without the aid of a visual cue.	Teacher places picture of mother in front of the student and presents the verbal cue, "This is a picture of sister. Touch the picture of sister." Teacher should explain the relationship between sister and student.	
4.) Student will touch a picture of sister in a group of pictures with the aid of a visual cue.	Teacher will hold up a picture of sister and explain to the student what the picture represents. Teacher places a group of pictures in front of the student and presents the verbal cue, "This is a picture of sister. Touch picture of sister." Teacher demonstrates the task and repeats the verbal cue having the student complete the task. Physical assistance may be necessary.	
5.) Student will touch the picture of sister among a group of pictures without the aid of a visual cue.	Teacher places a group of pictures in front of the student and presents the verbal cue, "This is a picture of sister. Touch picture of sister." Teacher should use index finger to aid the student in scanning the selection of pictures.	
6.) Student will choose the appropriate picture of sister and label the picture.	Teacher presents the verbal cue, Touch the picture of sister." When student completes the task, teacher asks why the student made the choice that he/she did. Teacher asks student to label the picture upon presentation of verbal cue, "Who is this?"	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

PREREQUISITE SKILLS

Ability to Imitate
Expressive and Receptive Language
Scanning Skills

RELATED CONTENT ITEMS

Sight Vocabulary-Family P. 64
Family Roles & Responsibilities - Brother
P. 98
Difference Between Men & Women P. 89

Content Area III: Understanding of Family Members

Item No. 4: Recognition of Brother

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch the picture of brother upon demonstration of task and presentation of verbal cue with the aid of a visual cue.	Teacher will hold up a picture of brother and explain what the picture represents. Teacher places a picture of exact likeness in front of the student and presents the verbal cue, "This is a picture of brother. Touch the picture of brother." Teacher will demonstrate the desired response and repeat the verbal cue having the student complete the task. Physical assistance may be necessary. (Note: This item could be modified to accommodate the individual differences in each child's family structure, ex. stepbrother, cousin, etc.)	Flannel Boards: My Home and Family, Philadelphia, PA, Instructo Products Co. Filmatrips: How Do You Feel About Your Home and Family, Los Angeles, CA, Churchill Films
3.) Student will touch the picture of brother upon presentation of task without the aid of a visual cue.	Teacher places picture of brother in front of the student and presents the verbal cue, "This is a picture of brother. Touch the picture of brother." Teacher should explain the relationship between brother and student.	
4.) Student will touch a picture of brother in a group of pictures with the aid of a visual cue.	Teacher will hold up a picture of brother and explain to the student what the picture represents. Teacher places a group of pictures in front of the student and presents the verbal cue, "This is a picture of brother. Touch picture of brother." Teacher demonstrates the task and repeats the verbal cue having the student complete the task. Physical assistance may be necessary.	
5.) Student will touch the picture of brother among a group of pictures without the aid of a visual cue.	Teacher places a group of pictures in front of the student and presents the verbal cue, "This is a picture of brother. Touch picture of brother." Teacher should use index finger to aid the student in scanning the selection of pictures.	
6.) Student will choose the appropriate picture of brother and label the picture.	Teacher presents the verbal cue, "Touch the picture of brother." When student completes the task, teacher asks why the student made the choice that he/she did. Teacher asks student to label the picture upon presentation of verbal cue, "Who is this?"	

PLAN NO 2: Learning to Understand Cue's Self and Get Along With Others

Content Area III: Understanding of Family Members

Item No. 5: Recognition of Relatives - Grandparents, Aunts, Uncles

PREREQUISITE SKILLS

Expressive and Receptive Language
Sounding Skills
Ability to Imitate

RELATED CONTENT ITEMS

Sight Vocabulary - Family P. 64
Difference Between Men & Women P. 89
Family Roles & Responsibilities P. 99

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch the picture of <u>relative</u> upon demonstration of task and presentation of verbal cue with the aid of a visual cue.	Teacher will hold a picture of a relative and explain the relationship between the relative and the student. Teacher will place a picture of exact likeness in front of the student and present the verbal cue, "This is a picture of relative. Touch the picture of <u>relative</u> ." Teacher will demonstrate the desired response and repeat the verbal cue having the student complete the task. Physical assistance may be necessary.	Flannel Boards: My Home and Family, Instructo Product Company Kits: Family, Philadelphia, PA, Instructo Products Co. Books: Grandmother and I, Buckley, Helen E. Grandfather and I, Buckley, Helen E. May use real photographs of the family.
3.) Student will touch the picture of <u>relative</u> upon presentation of verbal cue without the aid of a visual cue.	Student will touch the picture of <u>relative</u> when presented with the verbal cue, "This is a picture of <u>relative</u> ." Touch the picture of <u>relative</u> . Teacher should explain the relationship between the student and that particular relative.	
4.) Student will touch the picture of <u>relative</u> among a group of pictures upon presentation of verbal cue and demonstration of task with the aid of a visual cue.	Teacher will hold up a picture of <u>relative</u> and explain who the picture represents and what relationship he/she is to the student. Teacher presents a group of pictures to the student and has the student scan the pictures. Teacher presents the verbal cue, "This is a picture of <u>relative</u> ." Touch the picture of <u>relative</u> ." Teacher demonstrates the desired response and repeats the verbal cue having the student complete the task. Teacher should emphasize the sex of the relative along with the title. When student masters the task with the aid of a visual cue, eliminate the visual cue.	
5.) Student will choose a picture of a <u>relative</u> from a group of pictures and label the picture.	Teacher will present the student with a group of pictures and explain that the group represents his/her relatives. The student should choose a picture and label it. Teacher should have the student scan the group of pictures before making a choice. Teacher should emphasize the sex of the figure in the picture that is associated with the label.	
6.) Student will label a picture of a <u>relative</u> selected at random, and label the picture also stating whether the picture represents a male or female.	Student will be presented with a group of pictures and will choose a picture, label it, and state whether the picture represents a male or a female. Teacher should explain the relationship between the student and the relative that is depicted in the picture. Teacher should have the student scan the pictures before making a choice.	

PLN NO 2: Learning to Understand One's Self and Get Along with Others

Content Area III: Understanding of Family Members

Item No. 6: Family Roles and Responsibilities - Father

PREREQUISITE SKILLS

Expressive and Receptive Language

Ability to Imitate

Ability to Follow Multiple Directions in Sequence

RELATED CONTENT ITEMS

Recognition of Father P. 90

Sight Vocabulary - Family Name P. 64

Differences Between Men & Women P. 89

Identification of Guardian's Name P. 88

Role Playing P. 105

Specific Jobs P. 409-418

DEVELOPMENTAL LEVELS

SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES

EQUIPMENT & MATERIALS

1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.

2.) Student will touch a picture representing the occupation that his/her father is in upon presentation of verbal cue and demonstration of task with the aid of a visual cue.

Teacher will hold up a picture representing an occupation that the father is in. Teacher explain what the father does for a living and presents a picture of exact likeness in front of the student. Teacher presents the verbal cue, "This is a picture of a occupation. Touch picture of occupation." Teacher demonstrates the task and has the student complete the task upon presentation of the verbal cue.

Teacher should emphasize the uniform or type of attire common to that particular occupation.

Note: This item will have to be modified for each individual student's family.)

Filmstrips: My Dad Works in a Factory, Los Angeles, CA, Churchill Films

My Dad is a Carpenter, Los Angeles, CA, Churchill Films

My Dad is a Moving Man, Los Angeles, CA, Churchill Films

3.) Student will touch a picture representing the occupation his/her father is in upon presentation of verbal cue without the aid of a visual cue.

Teacher places a picture representing the student's father's occupation and presents the verbal cue, "This is a picture of occupation. Touch the picture of occupation."

Teacher should explain that the picture represents what the student's father does for a living.

Peabody Kit, occupation cards

Flannel Boards: My Home and Family, Instructional Products Company

4.) Student will touch the picture representing what his/her father's occupation is among a group of pictures upon demonstration of task and presentation of verbal cue with the aid of a visual cue.

Teacher will hold up a picture representing the occupation the father participates in and explain what occupation the picture depicts. Teacher places a group of pictures in front of the student and has the student scan the pictures presenting the verbal cue, "This is a picture of occupation. Touch the picture of occupation."

Teacher demonstrates the task and repeats the verbal cue having the student complete the task.

Teacher should emphasize scanning the group of pictures before making a choice. When the student masters the task with the aid of a visual cue, eliminate the visual cue.

Real photographs

Books: Man's Father by Margrit Eichler, Lollipop Power 1971

Records: Free to be Y & Me (Original sound track) Bell Records

5.) Student will choose a picture among a group of pictures representing various occupations and tell what occupation that picture depicts.

Teacher places a group of pictures in front of the student and explains what each one represents. Teacher asks the student to choose a picture and tell what occupation it represents.

Teacher should try to elicit from the student reasons why the picture represents that particular occupation. For example: uniform, instruments, etc.

6.) The student will participate in a role playing activity playing the role of his/her father's occupation.

Teacher will present a situation where the students will act out the occupations of their father.

The purpose of this activity is to familiarize the student with the responsibilities of the father in the family unit.

PLN NO. 2: Learning to Understand One's Self and Get Along with Others

Content Area III: Understanding of Family Members

Item No. 7: Family Roles and Responsibilities - Mother

PREREQUISITE SKILLS

Expressive and Receptive Language
Ability to Imitate

Ability to Follow Multiple Directions in Sequence

RELATED CONTENT ITEMS

Sight Vocabulary - Family Name P. 64
Identification of Guardian's Name P. 88
Differences Between Men & Women P. 89
Recognition of Mother P. 91
Role Playing P. 105
Specific Jobs P. 409-418

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lack's skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch a picture representing the occupation of the mother upon demonstration of task and presentation of the verbal cue, with the aid of a visual cue.	Teacher will hold up a picture of the occupation that his/her mother participates in. Teacher will explain what the picture depicts and what the responsibilities of a mother in a family unit is. Teacher places a picture of exact likeness in front of the student and presents the verbal cue, "This is a picture of occupation. Touch picture of occupation." Teacher demonstrates the task and repeats the verbal cue having the student complete the task. (Note: This item will have to be modified for each individual student's family.) Teacher should name or label the occupation that the picture represents.	Filmstrips: <u>My Mother Works at Home</u>, Los Angeles, CA, Churchill Films <u>My Mother is a Waitress</u>, Los Angeles, (A, Churchill Films Real Photographs <u>Peabody Kit-Occupation cards</u> Flannel Boards: <u>My Home and Family</u>, Instructional Products Company Books: <u>Where are the Mothers</u>, <u>Marine</u>, <u>Dorothy</u> <u>Mommies at Work</u>, <u>Merriam</u>, <u>Eve</u> (Knopf) Girls can be Anything, Klein, Norma (Dutton & Co.) Records <u>Free to be You and Me</u> (Original sound-track album) <u>Hell Records</u> "Parents are People"
3.) The student will touch the picture representing the occupation of the student's mother upon presentation of verbal cue without the aid of a visual cue.	Teacher places a picture in front of the student and explains what the picture represents. Teacher presents the verbal cue and the student completes the task. Teacher should emphasize clothing or any instruments, etc. that are typical in recognizing that particular occupation.	
4.) Student will touch a picture representing the occupation of the mother among a group of pictures upon demonstration of task and presentation of verbal cue with the aid of a visual cue.	Teacher will hold up a picture representing the occupation of the mother and explain the role of the mother in the family unit. Teacher places a group of pictures in front of the student and has the student scan the pictures. Teacher presents the verbal cue, "This is a picture of occupation. Touch the picture of occupation." Teacher demonstrates the desired response and repeats the verbal cue having the student complete the task. When student masters the task with the aid of a visual cue, eliminate the visual cue. Teacher should emphasize scanning skills and also the clothing or instruments common to that particular occupation.	
5.) The student will choose a picture among a group of pictures representing various occupations that his/her mother may participate in, and identify the occupation that the picture depicts.	Teacher places a group of pictures in front of the student and has the student choose a picture identifying the occupation. Teacher may have the student give a reason why he/she was able to identify that particular picture. Teacher can ask if the picture chosen by the student is the mother's occupation.	
6.) The student will participate in role playing activities involving the responsibilities and occupations of his/her mother.	Teacher will initiate a situation where the students are able to participate in role activities. Teacher should emphasize the diverse roles of each student's mother. The purpose of this activity is to acquaint the student with the roles and responsibilities of the mother in the family unit.	

PLM NO 2: Learning to Understand One's Self and Get Along with Others

Content Area III: Understanding of Family Members

Item No. 2: Family Roles and Responsibilities - Sister

PREREQUISITE SKILLS

Receptive and Expressive Language

Ability to Imitate

Ability to Follow Multiple Directions in Sequence

RELATED CONTENT ITEMS

Sight Vocabulary - Family Name P. 64

Differences Between Men & Women P. 89

Recognition of Sister P. 92

Role Playing P. 105

Specific Jobs P. 409-418

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch a picture representing the occupation of the sister upon demonstration of task and presentation of the verbal cue, with the aid of a visual cue.	Teacher will hold up a picture of the occupation that his/her sister participates in. Teacher will explain what the picture depicts and what the responsibilities of a sister in a family unit is. Teacher places a picture of exact likeness in front of the student and presents the verbal cue, "This is a picture of occupation. Touch picture of occupation." Teacher demonstrates the task and repeats the verbal cue having the student complete the task. (Note: This item will have to be modified for each individual student's family.) Teacher should name or label the occupation that the picture represents.	Flannel Boards: <u>My Home and Family</u> , <u>Instructo Products Company</u> Cassettes: <u>We Want a Little Sister</u> , S. Paul, Miam., 3M Company Kits: <u>Peabody III - Occupation Cards</u> May use real photographs Record: <u>Free to be You and Me</u> (Original sound-track album) Bell Records
3.) The student will touch the picture representing the occupation of the student's sister upon presentation of verbal cue without the aid of a visual cue.	Teacher places a picture in front of the student and explains what the picture represents. Teacher presents the verbal cue and the student completes the task. Teacher should emphasize clothing or any instruments, etc., that are typical in recognizing that particular occupation.	
4.) Student will touch a picture representing the occupation of the sister among a group of pictures upon demonstration of task and presentation of verbal cue with the aid of a visual cue.	Teacher will hold up a picture representing the occupation of the sister and explain the role of the sister in the family unit. Teacher places a group of pictures in front of the student and has the student scan the pictures. Teacher presents the verbal cue, "This is a picture of occupation. Touch the picture of occupation." Teacher demonstrates the desired response and repeats the verbal cue having the student complete the task. When student masters the task with the aid of a visual cue, eliminate the visual cue. Teacher should emphasize scanning skills and also the clothing or instruments common to that particular occupation.	
5.) The student will choose a picture among a group of pictures representing various occupations that his/her sister may participate in, and identify the occupation that the picture depicts.	Teacher places a group of pictures in front of the student and has the student choose a picture identifying the occupation. Teacher may have the student give a reason why he/she was able to identify that particular picture. Teacher can ask if the picture chosen by the student is the sister's occupation.	
6.) The student will participate in role playing activities involving the responsibilities and occupations of his/her sister.	Teacher will initiate a situation where the students are able to participate in role activities. Teacher should emphasize the family role of the sister and the relationship between the student and his/her sister. Explain the interaction among family members and the sister's responsibilities to the family unit as well as to her job or school.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

Content Area III: Understanding of Family Members

Item No.9: Family Roles and Responsibilities - Brother

PREREQUISITE SKILLS

Expressive and Receptive Language

Ability to Imitate

Ability to Follow Multiple Directions in Sequence

RELATED CONTENT ITEMS

Recognition of Brother P. 93

Sight Vocabulary - Family Name P. 64

Differences Between Men & Women P. 89

Role Playing P. 105

Specific Jobs P. 409-418

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch a picture representing the occupation of the brother upon demonstration of task and presentation of the verbal cue, with the aid of a visual cue.	Teacher will hold up a picture of the occupation that his/her brother participates in. Teacher will explain what the picture depicts and what the responsibilities of a brother in a family unit is. Teacher places a picture of exact likeness in front of the student and presents the verbal cue, "This is a picture of occupation. Touch picture of occupation." Teacher demonstrates the task and repeats the verbal cue having the student complete the task. (Note: This item will have to be modified for each individual student's family.) Teacher should name or label the occupation that the picture represents.	Flannel Boards: My Home and Family, Instructo Products Company Kits: Peabody Kit - occupation cards Real photographs Records: Free K. be You 2nd Mo. (Original sound-track album) Bell Records
3.) The student will touch the picture representing the occupation of the student's brother upon presentation of verbal cue without the aid of a visual cue.	Teacher places a picture in front of the student and explains what the picture represents. Teacher presents the verbal cue and the student completes the task. Teacher should emphasize clothing or any instruments, etc. that are typical in recognizing that particular occupation.	
4.) Student will touch a picture representing the occupation of the brother among a group of pictures upon demonstration of task and presentation of verbal cue with the aid of a visual cue.	Teacher will hold up a picture representing the occupation of the brother and explain the role of the brother in the family unit. Teacher places a group of pictures in front of the student and has the student scan the pictures. Teacher presents the verbal cue, "This is a picture of occupation. Touch the picture of occupation." Teacher demonstrates the desired response and repeats the verbal cue having the student complete the task. When student masters the task with the aid of a visual cue, eliminate the visual cue. Teacher should emphasize discerning skills and also the clothing or instruments common to that particular occupation.	
5.) The student will choose a picture among a group of pictures representing various occupations that his/her brother may participate in, and identify the occupation that the picture depicts.	Teacher places a group of pictures in front of the student and has the student choose a picture identifying the occupation. Teacher may have the student give a reason why he/she was able to identify that particular picture. Teacher can ask if the picture chosen by the student is the brother's occupation.	
6.) The student will participate in role playing activities involving the responsibilities and occupations of his/her brother.	Teacher will present a situation where the students are able to participate in role activities. In addition, teacher should stress the role of a brother at home as well as at school or at a job. Explain sharing of responsibilities in relation to duties around the home and interaction with family members. Teacher should explain the relationship between brother and student as opposed to the role of a parent and their responsibilities.	

PLAN NO 2: Learning to Understand One's Self and Get Along with Others

Content Area III: Understanding of Family Members

Item No. 10: Family Roles and Responsibilities - Relatives, Grandparents

PREREQUISITE SKILLS

Expressive and Receptive Language

Ability to Imitate

Ability to Follow Multiple Directions in Sequence

Scanning Skills

RELATED CONTENT ITEMS

Sight Vocabulary - Family Names P. 64

Differences Between Men & Women P. 89

Recognition of Relatives P. 94

Role Playing P. 105

Specific Jobs P. 409-418

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will touch a picture representing an occupation of a relative upon presentation of verbal cue and demonstration of task with the aid of a visual cue.	Teacher will hold up a picture representing an occupation of a relative and explain the relationship of the relative to the student and the occupation that the picture represents. Teacher will place a picture of identical likeness in front of the student and present the verbal cue, "This is a picture of <u>occupation</u>. Touch picture of <u>occupation</u>." Teacher demonstrates the task and repeats the verbal cue having the student complete the task. (Note: This item will have to be modified for each individual student's family.)	Flannel Boards: <u>My Home and Family</u>, <u>Instructor Products Company</u> Filmstrips: <u>Jim's Family</u>, Chicago, IL, Society for Visual Education Inc. Books: <u>In Your Family</u>, Palo Alto, CA, Fearon Publishers May use real pictures Kits: <u>Peabody Kit - Occupation cards</u> Record: <u>Free to be You and Me</u> (Original sound-track album) <u>Hell Records</u>
3.) Student will touch a picture representing an occupation of a relative upon presentation of verbal cue without the aid of a visual cue.	Teacher places a picture in front of the student and explains the role and relationship the figure has with the student. Teacher presents the verbal cue and the student completes the task.	
4.) Student will touch the appropriate picture representing the occupation of a relative among a group of pictures upon demonstration of task and presentation of verbal cue with the aid of a visual cue.	Teacher will present the student with a group of pictures and hold up a specific picture explaining what the picture represents and the role of the character in the family unit. Teacher presents the verbal cue, "This is a picture of <u>occupation</u>. Touch picture of <u>occupation</u>." Teacher demonstrates the task and repeats the verbal cue. Teacher should have the student scan the pictures before making a choice. Teacher should stress clothing or instruments that are common to that particular occupation. When the student has mastered the task, with the aid of a visual cue, eliminates the visual cue.	
5.) Student will choose a picture from a group of pictures representing various occupations, and identify the occupation and the person that the character represents.	Teacher presents the student with a group of pictures. Teacher should have the student scan the pictures while teacher tells what each represents. When student makes a choice, teacher should ask if that particular picture represents the occupation of the relative.	
6.) Student will choose a picture, identify the occupation that it represents, and the relative it may represent.	To elicit further speech, teacher may ask the student why he/she chose that particular picture and the reason why the student identified the picture as representing that particular occupation. May also initiate role playing.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

Content Area IV: Interaction Skills

Item No. 1: Interacting with an Adult

PREREQUISITE SKILLS

Ability to Imitate
Expressive and Receptive Language

RELATED CONTENT ITEMS

Role Playing P. 105
Telephone Skills P. 106-109
Respect for School Authorities P. 122

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch a picture of an adult and tell how he/she would greet the adult in the appropriate manner.	Teacher will explain to the student the proper way of greeting an adult with a handshake and a friendly smile accompanied by a hello. Student will imitate the actions of teacher demonstrating his/her knowledge of making a person's acquaintance. Teacher should stress the fact that facial expressions are very important as well as the tone of the voice, the enthusiasm, etc.	Kits: <u>Peabody Kit</u> occupation cards Flannel Board: <u>My Home and Family</u> Instructo Products Company Flimsies: <u>Living in a Town</u> Holyoke, Mass. Scott Graphics Inc. Kits: <u>Developing an Understanding of Self and Others</u> Circle Pines, Minn. American Guidance Service Records: <u>Teaching Children Good Manners and Behaviors</u> Freeport, New York Educational Activities, Inc.
3.) Student will follow the example of the teacher and demonstrate a formal greeting with a handshake and list two actions that are important when meeting people.	Teacher should hold up a list of items that aid in meeting a person on a formal basis. Items that may be included are: Should be pleasant, considerate, friendly, and kind. Teacher should introduce these characteristics to the student and give an example for each. Student will demonstrate a formal meeting with the teacher and list two items.	
4.) Student will introduce one of his peers to another peer in a formal manner.	Teacher will demonstrate the way introductions are carried out by introducing one student to another in a formal manner. Teacher should stress that this is the proper way of introducing someone in a formal manner. The students will then execute the introductions among themselves with the aid of the teacher. For example: Sharon, this is Joe, Joe this is Sharon. Teacher should expect the students to exchange hellos and handshakes. Teacher should try to elicit further conversation from the students by suggesting that they talk about the weather, etc.	
5.) Student will demonstrate his/her comprehension of formal introductions by introducing the teacher to another student and initiating some conversation between the two parties.	Teacher will initiate a situation where the student must introduce the teacher to another student and aid in stimulating a conversation. Teacher should explain the responsibilities that are involved in a formal introduction. Teacher may need to help the student in carrying out a conversation.	
6.) Students will role play various occupations. The student must introduce the various two some by formal title whether it is Dr., Reverend, Mr., Ms., Mrs., etc.	Students will be assigned various roles that they are familiar with. Teacher will choose a student and have that student introduce a two some, using formal titles and then carry on a short conversation about any topic that may come to mind. Teacher may need to assist the students. Teacher should stress the various characteristics necessary in formal introductions.	

PL-1 NO 2: Learning to Understand One's Self and Get Along With Others

Content Area IV: Interaction Skills

Item No. 2: Sharing

PREREQUISITE SKILLS

Expressive and Receptive Language
Ability to Imitate

Follow Multiple Directions in Sequence

RELATED CONTENT ITEMS

Following Directions P. 80

Understanding One's Emotions P. 84-86

Helping Others P. 102

Taking Turns P. 103

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch a picture representing the concept of sharing upon demonstration of task and presentation of verbal cue.	Teacher will hold up a picture representing the concept of sharing and explain to the student the events that occur when you share. Teacher places a picture of exact likeness in front of the student and presents the verbal cue, "This is a picture of people sharing. Touch the picture of sharing." Physical assistance may be necessary. Teacher should explain to the student why people share. Sharing is best taught in natural school situations by reinforcing appropriate behaviors.	Filmstrips: A Newcomer Comes to Town Mahwah, New Jersey Troll Associates Kits: Developing Understanding of Self and Others Circle/Pines, Minn. American Guidance Service Flannel Boards: Community Helpers Philadelphia, PA Instructo Products Company Individualized Instruction Cards
3.) Student will touch and label the picture representing the concept of sharing among a group of pictures.	Teacher will hold up a picture representing the concept sharing and place a group of pictures in front of the student. Teacher explains what the picture represents and asks the student to choose the appropriate picture and explain what the characters are doing. Teacher can use index finger and have the student scan the group of pictures before making a choice.	
4.) Student will choose the picture representing the concept of sharing without the aid of a visual cue and label the picture.	Teacher will place a group of pictures in front of the student and have the student choose the picture that depicts the concept of sharing. Teacher should stress scanning the group of pictures before making a choice. Teacher should emphasize facial expressions of the characters that appear in the pictures and discuss feelings or emotions with the student.	
5.) Student will interact with the teacher and share something with the teacher and give one reason why people share.	Teacher will initiate a situation where the student will demonstrate his/her comprehension of the concept sharing. Teacher should present a list of reasons why people share and the feelings that are involved in sharing.	
6.) Student will interact with another student and share something of value to him/her and give one reason why he/she wants to share that particular object.	Student will choose an object, play toy, etc. and share it with another student. Teacher should aid in the initiation of the actions. Teacher should present some reasons as to why people share.	

PLN NO2: Learning to Understand One's Self and Get Along With Others

Content Area IV: Interaction Skills

Item No. 3: Helping Others

PREREQUISITE SKILLS

Expressive and Receptive Language
Visual Discrimination
Gross and Fine Motor Coordination
Imitative Behavior
Ability to Follow Multiple Directions

RELATED CONTENT ITEMS

Following Directions P. 80
Understanding One's Emotions P. 84-86
Sharing P. 81
Seeking Aid for Others P. 377

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Following teacher's verbal cue, "Does he/she need help?", students reply correctly.	To establish awareness, teacher frequently discusses with students situations they may have encountered before when someone needed help, and what was done for the person. She stresses the values of "helping others". Teacher can display and discuss pictures depicting situations where help is needed, such as classroom chores; various aspects of dressing; learning a skill; physical assistance, etc. Teacher gives verbal clues whenever students reply appropriately.	Picture-Story Study Prints, WE HE LP AND SHARE, Singer SVE, SPI73 Bulletin Board
3.) Upon demonstration of task and verbal cue, student will perform helping task.	While demonstrating releasing and securing the brake on Barbara's wheelchair, she explains that these are tasks for which Barbara needs help. Upon verbal cue, "Jack, will you help Barbara with her wheelchair?", student will respond with appropriate action. If student fails to respond, teacher will provide physical and verbal guidance. Students can make a "Helping Others" bulletin board displaying pictures cut from newspapers and magazines.	
4.) Following verbal request, student will demonstrate proper procedure of giving assistance.	Teacher presents students with a variety of situations where giving assistance is appropriate and verbalizes the corresponding action. Teacher should model the desired response and repeat the verbal cue, "Let's help John learn to tie his own shoes. Student will respond by helping John to tie his shoes. If student does not respond, teacher may provide verbal guidance or physical assistance.	
5.) Student initiates and gives assistance independently upon request.	To reinforce the student's ability to recognize situations where helping others is appropriate, students can on any certain day, make a class list of all of the instances in which they had helped others. Example: Upon noticing that John's shoes were untied, Jack tied them. Teacher offers verbal cues as to situations which were missed.	
6.) Student will give assistance independently.	In an actual "Need to help" occurrence, teacher observes that the student performs appropriate action independently with teacher offering no verbal or physical assistance. Example: When it is time for Barbara to go to music class, Bob releases brake on her wheelchair. Teacher may make checklist for each student listing possible situations where assistance may be necessary.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

Content Area IV: Interaction Skills

Item No. 4: Taking Turns

PREREQUISITE SKILLS

Ability to Follow Multiple Directions
Gross and Fine Motor Coordination
Receptive Language

RELATED CONTENT ITEMS

Understanding One's Emotions P. 84-84
Sharing P. 101
Playground Behavior P. 363
Sportsmanship P. 128

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student will take turn.	To create an awareness of taking turns, teacher will demonstrate by waiting for her turn. Example: during a gross motor activity -- obstacle course -- teacher will join in line and show students how to wait for a turn offering the verbal cues, "Now it is my turn, " "I have to wait my turn, I am after Bob."	Playground equipment Common equipment found in the classroom Organized games and activities
3.) Following verbal cue student will take turn with teacher.	Teacher will explain the procedure of taking turns and initiate an activity in which the student and teacher will interact and take turns.	
4.) Following verbal cue, student will take turn with second student.	Teacher will verbally assign student to line up with next student in line. Teacher will explain the situation and the fact that one must wait a turn according to their position in a line. Example: When it is time to get ready for lunch, teacher will have students line up to wash their hands. Each student will wait in line until his name is called by the teacher for his turn.	
5.) Student will take turns in organized activities under supervision.	Teacher will assign student turns during organized activities and supervise the activity. Teacher should stress the importance of taking turns and getting along in organized activities.	
6.) Student independently takes his turn and gives one reason why one takes turns.	Teacher will supervise students in lining up and taking turns. For example: Teacher will assign students to get in line for lunch. Students will respond by doing so, (not pushing others), waiting for their turn. Teacher should list reasons for taking turns relating this procedure to personal relationships interactions.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

Content Area IV: Interaction Skills

Item No. 5: Role Playing (Imitating Animals)

PREREQUISITE SKILLS

Ability to Imitate
Experiential Background with Animals
Expressive and Receptive Language

RELATED CONTENT ITEMS

Produces Single Sounds P. 27
Taking Turns P. B3

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch and label a picture of an animal upon presentation of verbal cue.	Teacher will present the student with a picture of an animal and explain what that particular picture represents and a particular trait or characteristic common to that animal. The student will label the picture. Teacher can ask the student to identify some physical characteristic that is common to that animal. Teacher can present the student with some articles that resemble the fur or some other body part of that animal.	Animal figures made from tag board or construction paper. Filmstrips: <u>Do You Love Animals</u> Jamaica, New York Eye Gate House, Inc. <u>The Lazy Bear Cub</u> Detroit, Michigan The Jam Handy Corp. Flannel Boards: <u>Visiting the Farm</u> Philadelphia, PA Instructo Products Company Library Books: <u>Put Me In The Zoo</u> Lapshire, Robert Animal Cards from Peabody Primary Kit
3.) Student will label and identify some characteristic that is common to that particular animal.	Teacher should show the student pictures that are familiar to the student. A trip to the zoo may help the students become familiar with the animals and some of the physical characteristics and mannerisms of that animal.	
4.) Student will imitate an action that is typical of the particular animal that is represented by the picture.	Teacher will present the student with a picture of an animal and explain to the student what the animal is and some actions that it performs. Teacher asks the student to imitate a particular sound or action that is common to that animal. Teacher should try to choose a sound or action that represents that animal specifically and not a number of animals.	
5.) Student will choose a picture of an animal from a group of animals, and label the picture, and present an action or sound that is common to that particular animal.	Teacher will present the student with a group of animal pictures and the student will choose a picture at random. Teacher should elicit spontaneous speech from the student by asking questions concerning a recent trip to a zoo or if the student has ever seen an animal such as the one represented in the picture.	
6.) Each student in the group will choose a picture of an animal and imitate actions, sounds, etc. that are common to that particular animal.	The students will interact with each other with the aid and direction of the teacher. All the students should be familiar with the actions, sounds, etc. of the various animals represented by the pictures. The teacher should initiate an event that will allow the students to interact and play the role of that particular animal that they have chosen. Teacher can discuss how animals interact, what habits are common to all animals, the habitat of the various animals.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

PREREQUISITE SKILLS

Expressive and Receptive Language

Ability to Imitate

Familiarity with the Various Roles of Community Members

RELATED CONTENT ITEMS

Family Roles & Responsibilities P. 95-99

Interacting with an Adult P. 100

Taking Turns P. 101

Specific Jobs P. 409-418

Content Area IV: Interaction Skills

Item No. 6: Role Playing (imitating roles of various people and occupations)

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch and label a picture representing a particular occupation upon presentation of verbal cue.	Teacher will present the student with a picture of a person representing a specific occupation. Teacher will identify the picture and explain the function of the person in relation to the community, family unit, etc. Student will label the picture and touch it. Teacher should stress the clothing of the person in the picture. This will aid the student in having extra cues for identification of the picture.	Pictures from magazines, newspapers, etc. of people involved in various occupations. Figures made of tag board or construction paper. Kits: <u>Peabody Kit</u> <u>Occupation Cards</u> <u>Individualized Identification Cards</u> Books: <u>About Helpers Who Work At Night</u>, Hoffman, Elaine Flannel Boards: <u>When I Grow Up, I Want to Be</u>, Philadelphia, PA <u>Instructo Products Company</u> Filmstrips: <u>Working Together</u> Chicago, IL <u>Society for Visual Education, Inc.</u>
3.) Student will label and identify some characteristic that is common to that particular picture representing an occupation.	Teacher will present the student with a picture and explain what the picture represents and list some distinct features of that occupation. Teacher will discuss the picture with the student and have the student label and explain some characteristic of the picture.	
4.) Student will imitate a function or action that is representative of the particular occupation depicted in the picture.	Teacher will present the student with a picture and explain some functions that are typical of that particular occupation. The student will name specific traits or characteristics of the particular picture. Teacher should stress clothing, instruments, etc. Teacher will initiate a situation where the student will be able to imitate an action typical of the picture.	
5.) Student will choose a picture from a group of pictures and label the occupation represented by the picture, and act out a function or action that is characteristic of that particular picture.	Teacher will present the student with a group of pictures representing various occupations that the student is familiar with. The student will choose a picture and demonstrate his/her comprehension of the picture through role playing. Teacher should aid the student by initiating a situation where the acting out of such a role would be possible.	
6.) Student will act out a role represented by a picture and interact with a group of students.	Teacher will present the student with a group of pictures representing various occupations. The students will each choose a picture and act out the role that is typical of that particular character. Teacher should initiate a situation in which the students are able to interact with each appropriately. Teacher should discuss the responsibilities of the persons involved to the community and its members.	

PLAN NO 2: Learning to Understand One's Self and Get Along With Others

Content Area V: Telephone Skills

Item No. 1: Initiating Interaction - Telephone Identification

PREREQUISITE SKILLS

Expressive and Receptive Language
Ability to Imitate

Ability to Follow Multiple Directions in Sequence

RELATED CONTENT ITEMS

Correct Phone Usage P. 74
Communicates Appropriately to an Emergency P. 75
Initiating Interaction P. 106, 108, 109
Phone Numbers P. 107

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch a telephone upon demonstration of task and presentation of verbal cue with the aid of a visual cue.	Teacher will hold up a telephone and explain to the student what it is. Teacher places a telephone in front of the student and presents the verbal cue, "This is a telephone. Touch the telephone." Teacher should stress the shape and size of the phone itself.	Real telephone Pictures of telephones from magazines or made from tag board, for a bulletin board. Communications - The Telephone Alma Instructional Media Service, Inc. P.O. Box 1110 Hollywood, CA Group of objects (ball, camera, radio, glove, etc.)
3.) Student will touch a telephone upon presentation of verbal cue without the aid of a visual cue.	Teacher will place a telephone in front of the student and explain the function of a telephone. Student will touch the telephone and label it. Teacher should stress the physical appearance of the phone and show the student pictures of different kinds of phones.	
4.) Student will touch the telephone among a group of objects upon presentation of the verbal cue with the aid of a visual cue.	Teacher will hold a telephone and explain to the student what its function is. Teacher places a group of objects in front of the student and the student must choose the appropriate one and label it when presented with the verbal cue, "What is this?" Teacher should stress scanning the objects before making a choice. When the student masters the task with the aid of the visual cue, eliminate the visual cue.	
5.) Student will touch a real phone and label the dial, and the receiver.	Teacher will present the student with a real phone and explain how it works and label the parts to a telephone. The student will handle the phone and label the parts designated by the teacher.	
6.) Student will label the dial and the receiver and name one use of the telephone.	Teacher will present a list of reasons concerning the purpose of the telephone. Student will touch the designated parts and give one reason for the use of a telephone.	

PLN NO 2: Learning to Understand One's Self and Get Along with Others

Content Area V: Telephone Skills

Item No. 2: Phone Numbers

PREREQUISITE SKILLS

Expressive and Receptive Language

Ability to Imitate

Ability to Follow Multiple Directions in Sequence

Recognition of Numbers 0 - 9

RELATED CONTENT ITEMS

Correct Phone Usage P. 74

Communicates Appropriately to an

Emergency P. 75

Initiating Interaction P. 106, 108, 109

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2) Upon demonstration of task and verbal cue, student identifies printed numeral by pointing to it.	Teacher presents cards with numerals on them to the student following a demonstration of the task and presentation of a printed cue. Teacher requests "Point to five". Student responds appropriately. Initially teacher presents only one card at a time. When student can identify it, a second card is added.	Cards with individual numerals printed on them Cards with series of numerals Cards with phone numbers
3) Upon demonstration of the task and verbal cue, student will read individual numerals from a printed cue.	Teacher presents cards with numerals printed on them to the student, one at a time. Following a demonstration, student reads the individual numbers. Example: Teacher presents a card with the numeral 5 printed on it. Teacher verbalizes "This is a five. What number is it?" Student responds appropriately.	
4) Student will read individual numerals from a printed cue.	Teacher again presents cards with numerals. Student responds by reading numbers. Example: Teacher presents a card with numeral 5 printed on it. Following verbal cue, "What number is this?", student responds appropriately.	
5) Upon demonstration of task and verbal cue, student can read phone number from a printed card.	Teacher explains the purpose and function of telephone numbers. Teacher presents a card with a phone number printed on it. Following a demonstration of the task and verbal cue "What is your phone number?", student responds by reading phone number. Teacher repeats this step until student is familiar with the phone number. (For higher level students, teacher can add the area code.)	
6) Student can verbalize phone number following verbal request.	Teacher asks student "What is your phone number?". Student responds by verbalizing his phone number. Teacher should stress the importance of remembering one's phone number in case of emergencies.)	

PLAN NO 2: Learning to Understand One's Self and Get Along With Others

PREREQUISITE SKILLS

Initiating Interaction P. 106, 109
Phone Numbers P. 107
Communicates Appropriately to an Emergency P. 75
Correct Phone Usage P. 74

Content Area V: Telephone Skills

Item No. 3: Initiating Interaction - Use of the Telephone

Ability to Initiate
Expressive and Receptive Language
Follow Multiple Directions in Sequence
Recognition of Numbers 0 - 9

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch and label the various parts of the telephone upon demonstration of task and presentation of verbal cue.	Teacher will place a telephone in front of the student and describe the various parts that constitute a telephone. Teacher will label each of the parts and also write the printed word on each part with masking tape and a magic marker. The student will touch and label each of the designated parts.	Toy telephone available at any department store. Kits: <u>Learning to Develop Language Skills</u> Springfield, Mass. Milton Bradley Filmstrips: <u>Good Manners at Home</u> Jamaica, New York Eye Gate House, Inc. <u>Sounds at Home</u> Jamaica, New York Eye Gate House, Inc. A teletrainer can be borrowed from the phone company. It has phones that actually ring complete with dial tones and busy signals. Contact your local phone company for more information.
3.) Student will demonstrate his comprehension for the function of the parts of a telephone by labeling each part and using it appropriately.	Teacher will demonstrate the use of each part of the telephone that is labeled. The student will imitate the actions of the teacher showing the functions of the various parts of a telephone. Teacher should stress the labeling of each part with the printed word. Physical assistance may be necessary.	
4.) Student will dial the correct digit upon presentation of the verbal cue and demonstration of task with the aid of a visual cue.	Teacher will hold a digit that is printed on paper or tag board. Teacher will explain what the number represents and demonstrate the task to the student. Student will use the dial on the telephone and complete the task using the appropriate finger. (Index). When the student has mastered the task with the aid of the visual cue, eliminate the visual cue.	
5.) Student will dial in succession a group of numbers upon demonstration of task and presentation of verbal cue with the aid of a visual cue.	The teacher will hold up a group of numbers that are printed on paper or tagboard. Teacher will explain what the numbers represent and demonstrate the task. The student will dial the numbers in succession with the appropriate finger. Teacher should aid the student in dialing the numbers and repeat the order of the numbers as the student dials them. When the student has mastered the task with the aid of a visual cue, eliminate the visual cue.	
6.) Student will label the parts of the telephone, demonstrate the function of each and dial a group of numbers in order upon presentation of verbal cue.	Teacher should give each direction separately in order that the student may complete the task with minimal errors. Teacher may need to help the student with the labeling or the demonstration of the functions of the various parts of the telephone.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

Content Area V: Telephone Skills

Item No. 4: Initiating Interaction - Use of the Telephone No. 2.

PREREQUISITE SKILLS

Expressive and Receptive Language
Ability to Imitate
Follow Multiple Directions in Sequence
Recognition of Numbers 0 - 9

RELATED CONTENT ITEMS

Correct Phone Usage P. 74
Communicates Appropriately to an Emergency P. 75
Initiating Interaction P. 106, 108
Phone Numbers P. 107

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will label the parts of the telephone, demonstrate the function of each and dial a group of numbers in order upon presentation of verbal cue.	Teacher should give each direction separately at first to allow the student success in the completion of the task. The student may need help or guidance in completing the task.	Toy telephones available at any department store. Kits: <u>Learning to Develop Language Skills</u> , Springfield, Mass. Milton Stradley Communications: The Telephone Alma Instructional Media Services, Inc. P.O. Box 1010 Hollywood, CA A teletrainer can be borrowed from the phone company. It has phones that actually ring, with dial tones and busy signals. Contact your local phone company for more information.
3.) The student will demonstrate the use of the various parts of a telephone to another student.	Teacher will ask a student to demonstrate to a fellow student the appropriate use of the various parts of a telephone. Teacher should demonstrate this with the use of a teletrainer. Teacher should encourage the students and give them praise for a correct explanation.	
4.) Student will interact with the teacher and carry on a telephone conversation. The student will have received the call from the teacher.	The student will answer the phone when it rings and converse with the other party. The use of a bell may serve as a substitute for the ringing telephone. Teacher should try to elicit as much spontaneous speech from the student as possible.	
5.) Student will dial a number and converse with the teacher on the opposite line.	Teacher will give the student a number to dial. When the student has completed the dialing, the teacher will answer the telephone and converse with the student. Teacher should encourage as much spontaneous conversation from the student as possible.	
6.) Student will dial a specific number and converse with the party on the other end of the line. The other party (also a student) must answer the telephone appropriately.	This task will test the student's ability to use the telephone correctly. When the students have mastered the task, have them use the real telephones and give them a number of a friend or relative. They should carry on a conversation with the party on the end of the line.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

PREREQUISITE SKILLS

Expressive and Receptive Language
Ability to Imitate
Follow Multiple Directions

Content Area VI: Identification of Physical Setting at Home and at School

Item No.1: Location - Address, City, State - Home

RELATED CONTENT ITEMS

Skills Pertaining to One's Community
P. 177-185
Safety in the Community F. 364-373

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch the printed stimuli that has the address (number and street) upon presentation of verbal cue and demonstration of task.	Teacher will hold up a card in front of the student that has the address of the student in large print. Teacher will explain what this card represents and place a card of exact likeness on front of the student. Teacher presents the verbal cue, "This is your address. Touch your address." Teacher demonstrates the task and repeats the verbal cue having the student complete the task. Physical assistance may be necessary. When the student has mastered the task with the aid of a visual cue, eliminate the visual cue.	Individual learning cards made of tag board or construction paper. Maps of the city and the U. S. Be sure that the printed stimuli is large print and legible.
3.) Student will touch the printed stimuli of his/her address upon presentation of verbal cue only and label the numerals and the street.	Teacher will place the printed stimuli in front of the student and explains what it represents. The student will touch and label the printed stimuli. Teacher should stress the importance of knowing the location of your home.	
4.) Student will touch and label his/her address among a group of addresses upon demonstration of the task and presentation of the verbal cue with the aid of a visual cue.	Teacher will hold up the student's address and explain what the printed stimuli represents. Teacher will place a group of addresses in front of the student. Teacher will present the verbal cue and demonstrate the task. Student will choose his/her address among the group. Physical assistance may be necessary. Teacher should stress the importance of knowing the location of one's home. When the student has mastered the task with the aid of the visual cue, eliminate the visual cue.	
5.) Student will recite his/her address from memory and then choose the correct address among a group of addresses.	Teacher will hold up the address of the student and ask the student to label the printed words and numerals. Teacher places card down, blank side up and asks the student to repeat his/her address. Teacher places a group of addresses in front of the student and has the student choose the correct address. Teacher should have the student scan all of the addresses before making a choice.	
6.) Student will give his/her correct address including the city and state upon presentation of verbal cue.	Teacher will explain where the student lives in terms of city and state. Teacher should use maps to convey the idea. Teacher will label the printed words representing the street, city, and state and verbally express the full address to the student. The student will give his/her full address upon request. Teacher should stress the importance of knowing the location of one's home.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

PREREQUISITE SKILLS

Expressive and Receptive Language
Ability to Imitate

RELATED CONTENT ITEMS

Skills Pertaining to One's Community
P. 177-B5
Safety in the Community P. 364-373

Content Area VI: Identification of Physical Setting at Home and at School

Item No. 2: Location - Address, City, State - School

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch the printed stimuli that has the address (number and street) of his/her school upon demonstration of task and presentation of verbal cue.	Teacher will hold up a card that has the address of the school the student is attending. Teacher will explain what the card represents and place a card of exact likeness in front of the student. Teacher presents the verbal cue, "This is the address of your school. Touch the address of your school." Teacher will demonstrate the desired response and repeat the verbal cue having the student complete the task. Physical assistance may be necessary. When the student has mastered the task with the aid of a visual cue, eliminate the visual cue.	Individual learning cards made of tag board or construction paper. The print should be large and legible.
3.) Student will touch the printed stimuli of the student's school address and label the numerals and the street upon presentation of verbal cue.	Teacher will place the printed stimuli in front of the student and explain what it represents. The student will touch and label the printed stimuli. Teacher should explain the importance of knowing the location of one's school.	Maps of the city, the state, and the U.S.
4.) Student will touch and label his/her school's addresses among a group of addresses upon presentation of verbal cue and demonstration of task with the aid of a visual cue.	Teacher will hold up the student's school address and explain what the printed stimuli represents. Teacher will place a group of addresses in front of the student and present the verbal cue and demonstrate the desired response. Student will choose the appropriate address among a group of addresses. When the student has mastered the task with the aid of a visual cue, eliminate the visual cue. Teacher should stress the importance of knowing his/her school address.	
5.) The student will recite his/her school address from memory and choose the correct address among a group of addresses.	Teacher will hold up a card with the school's address and ask the student to label the printed words and numerals that appear on the card. Teacher places the card down, blank side up, and asks the student to repeat his/her school address. Teacher places a group of addresses in front of the student and has the student choose the correct address. Teacher should have the student scan all of the pictures before making a choice.	
6.) Student will give his/her school's address including the city and state upon presentation of verbal cue.	Teacher will explain where the school is located. Teacher should use maps to convey the idea. Teacher will label the printed words representing the street and number, city and the state and verbally express the full address to the student. The student will give his/her full school address upon request.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

PREREQUISITE SKILLS

Expressive and Receptive Language
Follow Multiple Directions

Content Area VI: Identification of Physical Setting at Home and at School

Item No. 3: Identification of Rooms in the Home - Living Room

RELATED CONTENT ITEMS

Discrimination of Object, Pictures, Symbol P. 6

Relates Stored Visual Memory to Immediate Environment P. 10

Identification of Physical Setting at Home and School P. 110-120

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch the picture of the living room upon presentation of verbal cue and demonstration of task with the aid of a visual cue.	Teacher will hold up a picture representing a living room. Teacher will explain to the student what the picture represents and what the room is used for. Teacher places a picture of exact likeness in front of the student and presents the verbal cue, "This is a picture of a living room. Touch picture of living room." Teacher will demonstrate the desired response and repeat the verbal cue. Teacher will label each of the objects that are common to a living room. Teacher should eliminate the visual cue when the student has mastered the task with the aid of a visual cue.	Teacher made identification cards. Furniture common to a living room. Playschool #681 Doll House Living Room Furniture Milton Bradley Company Springfield, Mass.
3.) Student will label and touch objects that are common to a living room upon demonstration of task and presentation of verbal cue.	Teacher will present a picture of an object that appears in a living room. Teacher will label the picture and name a function of that particular object. Upon request, the student will touch and label the designated object. Teacher may use the printed word along with the picture of actual object.	
4.) Student will label an object that is found in the living room and state a function of that object.	Teacher will present a picture of an object, label it, and explain some of its functions. The student will label the object upon request and state one function of that particular object. (Chair - "To sit in.") Teacher should make a list of functions paired with the object on the blackboard or construction paper.	
5.) The student will identify all the objects that appear in the picture of a living room and name a function of each.	Teacher will present a picture that represents the living room as a whole. Upon request the student will identify and name a function of each of the objects represented in the picture. Teacher may use these printed word paired with the identification of the object. Teacher may make a list of objects.	
6.) Student will be able to identify an actual living room, the surrounding objects and state a function for each of the objects.	Teacher may label each of the objects with the word printed on tag board or masking tape. Teacher should request that the student state one function of a living room.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

PREREQUISITE SKILLS

Expressive and Receptive Language
Follow Multiple Directions
Imitative Behavior

RELATED CONTENT ITEMS

Discrimination of Object, Pictures, Symbols &
Household Skills P. 465-474
Relates Stored Visual Memory to Immediate
Environment P. 10
Identification of Physical Setting at Home
and School P. 110-120

Content Area VI: Identification of Physical Setting at Home and at School

Item No. 4: Identification of Rooms in the Home - Bedroom

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch a picture representing the bedroom, upon demonstration of the task and presentation of verbal cue with the aid of a visual cue.	Teacher will hold up a picture of a bedroom and explain the picture - identify and state functions. Teacher will place a picture of exact likeness in front of the student and have the student touch the picture upon demonstration of the desired task. Teacher should label the items that are common to a bedroom. Teacher should eliminate the visual cue when the student has mastered the task with the aid of the visual cue.	Teacher made identification cards. Playschool #683, Doll House Parent's Bedroom Furniture #684 Doll House Child's Bedroom Furniture
3.) Student will touch and label the items that appear in a bedroom, i.e. bed, dressers, etc. upon demonstration of task and presentation of verbal cue.	Teacher will present a picture of an item that appears in a bedroom. Teacher will label the item and name a function of that item. Upon request the student will touch and label the designated item. Pictures should be used along with the real objects. Teacher may also pair the printed word with the picture or the actual object.	Bedroom Furniture
4.) Student will label an object that is found in the bedroom, furniture, etc., and state one of its functions.	Teacher will present a picture of an object, label and explain some of its functions. The student will label and state one function of that particular object. (Ex. Bed - "To sleep in.") Teacher may use the printed word along with the pictures or actual object.	
5.) Student will identify all the objects that appear in the picture that represent a bedroom and name one function of each.	Teacher will present a picture that represents the bedroom as a whole. Teacher will demonstrate the desired response and request that the student identify and state a function for each of the objects. Teacher may use the printed words. Physical assistance and verbal prompting may be necessary. Teacher can make list on the chalkboard of objects each child has in his/her own bedroom.	
6.) Student will be able to identify an actual bedroom, the objects in the bedroom and state a function for each of the objects.	Teacher should label the surroundings with the printed word to enable the student to identify the actual object with the word itself. Teacher should request that the student name a function of the bedroom. Students may wish to draw a picture of their own rooms.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

Content Area VI: Identification of Physical Setting at Home and At School

Item No. 5: Identification of Rooms in the Home - Kitchen

PREREQUISITE SKILLS

Expressive and Receptive Language
Follow Multiple Directions
Imitative Behavior

RELATED CONTENT ITEMS

Discrimination of Object, Pictures, Symbol 13
Relates Stored Visual Memory to Immediate Environment P. 10
Identification of Physical Setting at Home and School P. 110-120
Learning to Assist in Homemaking P. 433-74

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch a picture representing the kitchen, upon presentation of verbal cue and demonstration of task with the aid of a visual cue.	Teacher will hold up a picture representing a kitchen and explain the picture and the various functions of a kitchen. Teacher will place a picture of exact likeness in front of the student and have the student touch the picture upon demonstration of the desired response by the teacher. Teacher should label some of the objects that are in the picture that are common to a kitchen. Teacher should eliminate the visual cue when the student has mastered the task with the aid of a visual cue.	Teacher made identification cards. Playschool, #482, Doll House Kitchen Furniture Actual Kitchen Facilities
3.) Student will label and touch various objects that appear in a kitchen, i. e. sink, counter, table, chairs, etc., upon demonstration of task and presentation of verbal cue.	Teacher will present a picture of an object that appears in a kitchen. Teacher will label the object and name a function of that object. Upon request, the student will touch and label the designated object. Pictures should be used along with the real objects if they are available. Teacher may also have a printed word accompanying the picture. This will aid the student in identifying the word and the picture.	
4.) Student will label an object that is found in the kitchen and state one of its functions.	Teacher will present a picture of an object, label and explain some of its functions. The student will label and state one function of that particular object. (Ex. Stove - "To cook on.") Teacher may use printed words along with the picture or actual object to aid the student in pairing a word with the object.	
5.) The student will identify all the objects that appear in the picture that represents a kitchen and name a function of each.	Teacher will present a picture that represents the kitchen as a whole. Teacher will demonstrate the desired response and request that the student identify and state a function for each of the objects. Teacher may present the printed word underneath the picture after the student has identified it.	
6.) Student will be able to identify an actual kitchen, the surrounding objects, and state a function for each of the objects.	Teacher may use the school's kitchen and have the student identify the surrounding objects. Teacher should label the objects with the printed word on masking tape to aid the student in the identification. Teacher should stress the reason one recognizes the room as a kitchen.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

PREREQUISITE SKILLS

RELATED CONTENT ITEMS

Content Area VI: Identification of Physical Setting at Home and at School

Expressive and Receptive Language
Ability to Follow Multiple Directions
Imitative Behavior

Discrimination of Object Pictures, Symbol P. 6
Relates Stored Visual Memory to Immediate Environment P. 10
Identification of Physical Setting at Home and School P. 110-120
Cleaning and Disinfecting Toilet P. 473

Item No. 6: Identification of Rooms in the Home - Bathroom

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch the picture of the bathroom upon presentation of verbal cue and demonstration of the task with the aid of a visual cue.	Teacher will hold up a picture of a Bathroom and explain to the student what the picture represents and what the room is used for. Teacher places a picture of exact likeness in front of the student and presents the verbal cue, "This is a picture of a bathroom. Touch the picture of the bathroom." Teacher will demonstrate the desired response and repeat the verbal cue. Teacher will label each of the objects that are common to a bathroom. For example, sink, toilet, bathtub, shower, etc. Teacher should eliminate the visual cue when the student has mastered the task with the aid of the visual cue. Teacher will present the picture of a toilet and explain what it is and its function. Teacher will request that the student touch the picture of the toilet and label it, and state one function of a toilet. Teacher may also have a printed word accompanying the picture. This will aid the student in identifying the word and the picture.	Teacher made Identification cards. Playschool, #685, Doll House Bathroom Furniture Milton Bradley Company Springfield, Mass.
3.) Student will label the toilet and upon request, will tell what it is used for.		
4.) Student will label an object that is common to the bathroom and state one function that it serves.	Teacher will place a picture of an object that is common to the bathroom. Teacher should identify and state the functions of that particular object. (Tub - "To take a bath in.") Student will touch the object common to the bathroom, label it, and state one function of that object.	
5.) Student will identify and name one function for each object identified given a picture that represents a bathroom with the common objects present.	Teacher will present the student with a picture of a bathroom and request that the student identify and state a function for that particular object. Teacher may present the printed word underneath the picture after the student has identified it.	
6.) Student will be able to enter a real bathroom, identify the surrounding objects and state a function for each of the objects identified.	Teacher will use the school bathroom and have the student identify the surroundings and state a function for each. Teacher can label each of the objects with words printed on masking tape to aid in the identification. Teacher should stress the fact that these objects are common only to the bathroom.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

PREREQUISITE SKILLS

Expressive and Receptive Language
Follow Multiple Directions
Imitative Behavior

RELATED CONTENT ITEMS

Discrimination of Object Pictures, Symbol P.6
Relates Stored Visual Memory to Immediate Environment P. 10
Identification of Physical Setting at Home and School P. 110-120
Cleaning and Arranging Storage Space P. 479

Content Area VI: Identification of Physical Setting at Home and at School
Item No.7: Identification of Rooms in the Home - Basement

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch a picture that represents the basement, upon presentation of verbal cue and demonstration of task, with the aid of a visual cue.	Teacher will hold up a picture of a house that has a basement. Teacher will explain the functions of a basement and place a picture of exact likeness in front of the student. Teacher will demonstrate the task and repeat the verbal cue having the student complete the task.	Teacher made identification cards. Playaschool, #730, American Plastic Bricks, \$6.50 Milton Bradley Company Springfield, Mass.
3.) Student will touch and label a picture that represents the basement of a house upon presentation of verbal cue without the aid of a visual cue.	Teacher will present the verbal cue, "This is a picture of a basement." Teacher will point to the correct area of the house. "Touch the picture of the basement." The student will touch the area that represents the basement. Physical assistance may be necessary. Teacher should explain the functions of a basement.	
4.) Student will identify the area of the picture that represents the basement and name one function of a basement upon presentation of the verbal cue.	Teacher will present the student with a picture representing a basement. Teacher will list various functions of the basement and request that the student list one function of the basement. Teacher may list the functions on the black board or on paper.	
5.) The student will name the location of the basement in relation to the house itself and name one function of the basement.	Teacher will explain to the student the location of the basement relative to the house. The student will state the location and one function of the basement. Teacher may color code the picture of the house and basement so the location may be easily seen.	
6.) Student will be able to identify an actual basement and state at least one of its functions.	Teacher should stress that the descending of stairs is one way of knowing that the room is a basement. Also the location is below ground level.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

PREREQUISITE SKILLS

RELATED CONTENT ITEMS

Content Area VI: Identification of Physical Setting at Home and at School

Expressive and Receptive Language

Relates Stored Visual Memory to Immediate Environment P. 10

Item No. 8: Identification of Rooms in the School - Classroom

Follow Multiple Directions

Identification of Physical Setting at Home and School P. 110-120

Safety at School P. 356-363

Location of School P. 111

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Looks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will name the area that he/she is located in.	Teacher will explain that the student is learning in a classroom. The teacher presents the verbal cue, "What room are we in?" Teacher demonstrates the desired response and repeats the verbal cue having the student respond by saying classroom.	Kits: The School Instructo Products Company Philadelphia, PA Individual Identification Cards.
3.) The student will identify various objects in the classroom, i.e. desks, chairs, blackboard, upon presentation of verbal cue.	Teacher will present the student with various objects, pictures that appear in a classroom. The student will identify each of the objects/pictures upon presentation of verbal cue. Teacher should make a list of the various objects that appear in the classroom.	
4.) Student will identify and state one function of a classroom upon presentation of verbal cue and demonstration of the task.	Teacher will present the student with a picture of a classroom and explain various functions of the classroom. The student will identify objects or areas within the classroom and name one function of that object or area. Teacher can make a list of the various activities in a classroom.	
5.) Student will identify the items in the classroom and state one function of the classroom.	Teacher will have the objects in the classroom labeled with the printed word. The student will identify the various objects and state a function of the classroom upon demonstration of the desired response by the teacher. Teacher can list the objects and the functions of a classroom.	
6.) The student will count the number of classrooms in the school and name two functions of a classroom.	Student will tour the school and count the classrooms. Teacher should request that the student list at least two functions of a classroom. Point out the functions of a classroom on the list to the students.	

P.N NO 2: Learning to Understand One's Self and Get Along With Others

PREREQUISITE SKILLS

Expressive and Receptive Language
Follow Multiple Directions
Imitative Behavior
Visual Discrimination

Content Area VI: Identification of Physical Setting at Home and at School

RELATED CONTENT ITEMS

Discrimination of Object, Pictures, Symbol P. 6
Relates Stored Visual Memory to Immediate Environment P. 10
Identification of Physical Setting at Home and School P. 110-120
Safety at School P. 356-363

Item No. 9: Identification of Rooms in the School - Gym

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch a picture representing the gym and label it upon presentation of verbal cue and demonstration of task.	Teacher will hold up a picture representing a gym and identify and explain the room to the student. Teacher will place a picture of exact likeness in front of the student and present the verbal cue, "This is a picture of the gym. Touch the picture of a gym." Teacher will demonstrate the desired response and repeat the verbal cue. Physical assistance may be necessary. Teacher should stress the physical characteristics of the gym.	Kits: The School Instructo Products Company Philadelphia, PA Library Book: Pam Lee Goes to School Baylee, Ruth Individual Identification Cards
3.) The student will identify the various items in the gym upon presentation of verbal cue and demonstration of task.	Teacher will present the student with various items that are common to the gym. The student will identify each of the objects and touch them upon presentation of verbal cue. Teacher should make a list of the items.	
4.) Student will identify and state one function of the gym upon presentation of verbal cue and demonstration of the task.	Teacher will present the student with a picture of a gym and explain the various functions of the gym. The student will identify the items within the gym and name one function of the gym. Teacher may list the various functions of a gym.	
5.) Student will enter an actual gym and identify the items in the gym, and state one function of a gym.	Teacher should have the items in the gym labeled with the printed word. The student will identify the various objects within the gym and state a function of the gym, with the aid of the list. Teacher may also name a function of each of the items in the gym.	
6.) The student will name one object and one function that is common to the gym upon request.	Teacher will explain the importance of a gym and its function in the school. The student will name an object and a function common to the gym. Teacher can stress the physical setting of the gym and the activities that may be played in the gym.	

PLN NO. 2: Learning to Understand One's Self and Get Along With Others

PREREQUISITE SKILLS

Expressive and Receptive Language
Follow Multiple Directions
Imitative Behavior
Visual Discrimination

Content Area VI: Identification of Physical Setting at Home and at School

Item No. 10: Identification of Rooms in the School - Art, Music

RELATED CONTENT ITEMS

Discrimination of Object, Pictures, Symbols, Pictographs
Relates Stored Visual Memory to Immediate Environment P. 10
Identification of Physical Setting at Home and School P. 110-120
Learning to Develop Creativity P. 573-644

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch a picture representing the art, music room and label it upon demonstration of task and presentation of verbal cue.	Teacher will hold up a picture of the art or music room and identify the room and explain its function. Teacher will place a picture of exact likeness in front of the student and present the verbal cue, "This is a picture of the art/music room. Touch the picture of the art/music room." Teacher will demonstrate the task and repeat the verbal cue. Physical assistance may be necessary. Teacher should stress the surroundings in the individual rooms.	Library Books A Dog Came to School Tenaki, Lois Kits: The School Instructo Products Company Philadelphia, PA
3.) The student will identify the various items in the music/art room upon presentation of verbal cue and demonstration of task.	Teacher will present the student with various items that are common to the music/art room. The student will identify each of the objects upon request. Teacher should make a list of the objects.	Filmstrips: How Do You Feel About Your School? Los Angeles, CA Churchill Films
4.) Student will identify and name one function of the art/music room upon presentation of the verbal cue and demonstration of task.	Teacher will present the student with the picture of the music/art room and explain the various functions of the rooms. The student will identify the items in the rooms and name one function of the art/music room. Teacher should list the various functions of the art/music room.	
5.) Student will enter an actual music/art room identify the items in the rooms, and state one function of the art/music room	Teacher should have the items in the art/music room labeled with the printed word. The student will identify the various objects within the room and state one function of the art/music room with the aid of the list. Teacher may also name a function of each of the items in the art/music room.	
6.) The student will name one object and one function that is common to the art/music room upon request.	Teacher will explain the importance and the function of the music/art room. The student will name an object and a function common to the music/art room. Teacher can stress the physical setting of the room and its surroundings.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

PREREQUISITE SKILLS

Expressive and Receptive Language
Follow Multiple Directions
Gross and Fine Motor Coordination
Visual Discrimination

Content Area VI: Identification of Physical Setting at Home and at School

Item No. 11: Identification of Rooms in the School - Library

RELATED CONTENT ITEMS

Discrimination of Object Pictures, Symbol R 6
Relates Stored Visual Memory to Immediate Environment P. 10
Identification of Physical Setting at Home and School P. 110-120
Library (IMC) Usage P. 133

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch a picture representing the library and label it given the verbal cue and demonstration of task.	Teacher will hold up a picture representing a library and explain and identify the room to the student. Teacher will place a picture of exact likeness in front of the student and present the verbal cue, "This is a picture of the library. Touch the picture of the library." The student will touch and label the picture. Physical assistance may be necessary. Teacher should stress the amount of books in a library.	Kits: The School Instructo Products Company Philadelphia, PA Individual Identification Cards
3.) The student will identify the various objects in the library upon presentation of verbal cue and demonstration of task.	Teacher will present the student with various objects that are typical of a library. The student will identify each of the objects and touch them upon presentation of verbal cue. Teacher should make a list of the various objects found in the library.	
4.) Student will identify and state one function of the library upon presentation of verbal cue and demonstration of task.	Teacher will present the student with a picture of a library and explain the various functions of the library. The student will identify the items within the library and name a function of the library. Teacher may list the various functions of the library.	
5.) Student will enter an actual library and identify the items in the library and state one function of the library.	Teacher should have the items in the library labeled with the printed word. The student will identify the various objects within the library and state a function of the library with the aid of the list made by the teacher.	
6.) The student will name one object and one function that is common to a library upon request.	Teacher will explain the importance of a library and its function in the school. The student will name a function and an object common to the library. Teacher can make a list of the items that appear in the library.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

PREREQUISITE SKILLS

Receptive Language
Ability to Follow Multiple Directions in Sequence
Fine and Gross Motor Coordination

RELATED CONTENT ITEMS

Points to Own Possessions Upon Command
P. 20

Content Area VII: Individual Responsibilities at Home and School

Item No. 1: Respect for Property

Sharing P. 81
Puts Materials Away P. 81

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and presentation of verbal cue, student will handle his/her personal property appropriately.	Teacher will verbally assign care of personal property—demonstrate the desired response and repeat the verbal cue. Example: Following teacher's verbal request, "Hang up your coat," teacher will walk to student's coat and place it on the book. After replacing the coat, teacher will again make verbal request, "Hang up your coat." Student will respond by picking up coat and placing it on the book. If student does not respond to verbal cue, teacher may use physical guidance.	Student's property: Clothing Books Games Puzzles Records School property: Desks Chairs Tables Books Records Puzzles Games Toys
3.) Following presentation of verbal cue, student will appropriately handle personal property, teacher offering verbal guidance if necessary.	Teacher will explain the care of personal property and request that student complete the assigned task. Example: Following teacher's verbal request, "Put your toys away carefully", the student will respond by carefully replacing his toys in the appropriate spots with teacher offering only verbal guidance if necessary. Teacher may need to demonstrate the task.	
4.) Following verbal cue, student will appropriately handle property of others, teacher offering only verbal guidance if necessary.	Teacher will explain the care of the property of another and request that student complete the task. Example: Following the teacher's directions, "You may look at Julie's book if you do not tear the pages," the student will respond by selecting Julie's book, carrying it to a desk, looking at it, and replacing it with no damage to it. Teacher may offer verbal guidance such as "Turn the pages slowly," if it is necessary.	
5.) Student will state one reason why one takes care of personal property (own and others) and appropriately handles own property and others.	Teacher will establish a daily routine in which the students are welcome to bring and share materials with each other. Teacher will list some reasons for caring of personal property and request that the student list one reason. Example: During a free time period, the students may share their own books, records, games, puzzles, or other toys, the student will respond by playing with and handling the material of others with care and respect so that it does not become destroyed or damaged in any way. The student may require some physical or verbal guidance in handling property.	
6.) Student independently cares for personal property and property of others and names two reasons for demonstrating care of personal property.	Teacher will establish a daily routine in which the student is expected to care for his own belongings, the property of others, and school property. Example: Teacher will explain that the student is expected to take care of and keep track of his own belongings. Teacher will also explain that the student is to show respect to school property and property of others.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others PREREQUISITE SKILLS

Content Area VII: Individual Responsibilities at Home and School

Item No. 2: Respect for School Authorities

Receptive and Expressive Language
Ability to Follow Multiple Directions in Sequence
Fine and Gross Motor Coordination

RELATED CONTENT ITEMS

Interaction Skills P. 100-105
Seeking Assistance of Teacher P. 356

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and with physical and/or verbal assistance, student will identify pictures of school authorities (i.e., Administrator, Principal, coaches, nurses, etc.)	Teacher shall display pictures of school authorities at work. Teacher will identify each by name and by role at school (i.e., Ms. Brown, our nurse; Mr. Green, our Administrator; etc.). Following verbal request, "Show me the picture of Ms. Brown, our nurse," student will respond by selecting the correct one. If student fails to respond correctly, teacher may pick up picture and say, "This is the picture of Ms. Brown, our nurse." After replacing picture, she may repeat the request. (Follow same procedure with each picture until identities are established.)	Polaroid pictures of school personnel at work. Films trips: "School Manners" "Community Manners" Troll Associates, 1972 Teacher-made Identification cards
3.) Upon demonstration of task and with verbal guidance, student will identify school authorities in person and will indicate function of each.	Teacher shall give students many opportunities to meet and observe school authorities at work. Teacher shall initiate discussions of the function of each school employee. With verbal cue such as "Who is that?", student can identify authority by name. With verbal cue, "What is his job at school?", student will state one job function. If student responds incorrectly, appropriate clues should be continued until identity of person and person's role is achieved. *A guessing game could be made up by students, i.e., "I'm thinking of someone who tests our eyes." Other student has to supply name, etc.	
4.) Student can independently identify each person in authority and express his function.	Teacher shall initiate discussions to reinforce concept that acceptable behavior, i.e., cooperating, following rules, etc. shows that we respect another person. Role Playing: With teacher's verbal guidance, students can make up situations (using actual names and roles) that illustrate good and bad attitudes toward school authorities. Example: Student walks into Administrator's office without knocking. Other students then rate behavior as good or bad.	
5.) Student independently with supervision responds appropriately to all school authorities, and states the job function of each of the school authorities.	Student demonstrates proper action to follow: being cooperative, being obedient, being loyal, etc. in any contact with a school authority figure. If inappropriate actions occur, teacher may offer verbal assistance if necessary. Example: If student starts to enter Administrator's office without knocking, teacher could offer clue: "What did you forget to do, John?", etc.	
6.) Student independently responds appropriately (shows respect) to all school authorities and is able to name at least one job function of each.	Teacher observes that student cooperates with and is obedient to all school authorities. Teacher should list at least one job function of each school authority. Lists may serve as visual cues for the students. Color-code each position and function.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

PREREQUISITE SKILLS

Expressive and Receptive Language
Ability to Follow Multiple Directions
Ability to Imitate

RELATED CONTENT ITEMS
Following Simple Directions P. 90

Content Area VII: Individual Responsibilities at Home and School

Item No. 3: School Rules - Audience Behavior

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student will display appropriate audience behavior at school assemblies (i.e., sitting quietly, responding appropriately)	To create an awareness of audience behavior, the teacher will demonstrate appropriate behavior. Example: Teacher will group the children as they would for a school assembly. While an aide or older student reads a story, the teacher will demonstrate appropriate audience behavior. The student will respond by imitating the behavior of the teacher. The teacher may add verbal cues if necessary.	
3.) Student will list two appropriate audience behaviors and demonstrate each of these upon request	Teacher will make a list of appropriate audience behaviors. Teacher will explain and demonstrate each of the behaviors. Teacher requests that student list two appropriate behaviors and demonstrate his/her comprehension of each behavior.	
4.) Following verbal cue, student will describe appropriate audience behavior at school assemblies.	Teacher will reinforce appropriate audience behavior by discussing both proper and improper behaviors. Example: Teacher will reinforce audience behavior by discussing a situation before it takes place, creating a situation where appropriate behavior is called for. "We are going to a school assembly later. How shall we act?" Students will respond by naming behaviors which the teacher and the class will discuss as to their appropriateness.	
5.) Student will list two appropriate audience behaviors and attend an assembly demonstrating his/her comprehension of the behaviors throughout the assembly with supervision.	Teacher will request that student list two appropriate behaviors and initiate a role playing situation centering around a school assembly. Teacher will provide the student with brief reminders concerning behavior if necessary.	
6.) Student independently and consistently will display appropriate audience behavior.	Teacher will supervise appropriate audience behavior. Example: Teacher will invite a speaker to come in to speak to the class (a nurse, firefighter, etc.) On teachers verbal cue that the speaker is ready, students will quietly go to the area and display appropriate audience behaviors throughout the talk with periods of reminders from the teacher when necessary.	

RELATED CONTENT ITEMS
Following Simple Directions P. 80
School Bus Conduct P. 361

PREREQUISITE SKILLS
Expressive and Receptive Language
Ability to Imitate
Follow Multiple Directions

PLN NO 2: Learning to Understand One's Self and Get Along With Others

Content Area VII: Individual Responsibilities at Home and School

Item No. 4: School Rules - Field Trip

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student will follow field trip rules, i.e., use buddy system, keep with group, be orderly, touch things only with permission	To create an awareness of necessary rules to follow on a field trip, teacher may demonstrate them. Example: Teacher will set up play store in classroom. Teacher will demonstrate walking through store holding a partner's hand and not touching shelves. Teacher will assign student to walk through store holding a partner's hand and not touching items on shelf. Student will respond by imitating model and teacher will offer verbal reminders as to the procedure. Teacher can use similar approach as suggested in this item to introduce learning of other rules.	Ordinary classroom materials Assigned Field Trips
3.) Upon demonstration of task and verbal cue, student responds as to whether or not rules are being followed, with teacher offering verbal guidance as necessary.	Teacher gets competent students to model appropriate and inappropriate behavior relative to compliance with each of the rules. Example: Assigned "buddies" Jack and John will walk in opposite directions around room. Following teacher's verbal cue, "Are Jack and John following the buddy system rule?" audience students respond "No." Then Jack and John may model walking side by side. Following verbal cue, "Are Jack and John following the buddy rule?" students respond "Yes."	
4.) Upon verbal cue only, student will demonstrate proper compliance to rules.	Without a model, following verbal cue, "Jeanne and Mary, you are to be buddies. Go to our play store and show me how you would walk down the aisle." Student demonstrates correct procedure.	
5.) Student will list three field trip rules and demonstrate each of these upon request.	Teacher will suggest a list of field trip rules. Student will list three rules and demonstrate each rule upon request. Teacher should demonstrate task and explain the sequence of events.	
6.) Student will independently follow field trip rules.	Student will demonstrate proper behavior when he/she is on a field trip. Teacher may have to remind the students periodically of the rules that one must adhere to during a field trip.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

Content Area VII: Individual Responsibilities at Home and School

Item No. 5: Recallability

PREREQUISITE SKILLS

Auditory Discrimination
Receptive and Expressive Language
Follow Multiple Directions in Sequence

RELATED CONTENT ITEMS

Personal Habits & Skills for Work P. 385-392
Skills to Hold a Job P. 406-408
Learning to Tell Time P. 427-432

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch and label pictures of events that occur in the morning in a daily school routine upon demonstration of task and presentation of verbal cue.	Teacher will present pictures of daily tasks that occur specifically in the morning schedule. Teacher will explain each event to the student, demonstrate the task, and request that the student touch and label the pictures that depict morning events.	Teacher made identification cards Clocks: Time Teacher, \$3.75 Developmental Learning Materials, Cat. No. 226
3.) Student will touch and label pictures of events that occur in afternoons in a daily school routine upon demonstration of task and presentation of verbal cue.	Teacher will present pictures of daily tasks/events that occur specifically in the afternoon schedule. Teacher will explain each event to the student, demonstrate the task, and request that the student touch and label the pictures that depict afternoon events.	Lacing Boards, \$3.50 Developmental Learning Materials, Cat. No. 133
4.) Student will label each picture and name the time period in which the event occurs.	Teacher will present a group to the student and demonstrate the task, labeling the specific time period in which the task/event occurs. The student will choose a picture and state whether it represents a morning or an afternoon event/task.	
5.) Student will name the specific time that each event/task occurs in a daily school routine.	Teacher will present the student with a group of pictures. The student will choose a picture and name the specific time in which the event/task occurs. Teacher will demonstrate the task and then request that the student complete the task. Teacher should explain that these events take place at specific times each day. Teacher may request that the student set the hands on a toy clock showing the time of the event/task.	
6.) Student will label task/event represented by the picture, name a specific time and give one reason why one must know the time of an event/task in a daily school routine.	Teacher will present the student with a group of pictures. The student will label task, name specific time, and state one reason for knowing the time. The teacher should explain the importance of being on time in class or daily events. Teacher can have the student manipulate the hands on a toy clock.	

PLN NO. 2: Learning to Understand One's Self and Get Along With Others

Content Area VII: Individual Responsibilities at Home and School

Item No. 6: Completing Assignment

PREREQUISITE SKILLS

Receptive Language

Ability to Follow Directions

Gross and Fine Motor Coordination

RELATED CONTENT ITEMS

Personal Habits and Skills for Work P. 35-392

DEVELOPMENTAL LEVELS	SKILL DEVELOPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Can complete simple assigned task imitating a model with physical and/or verbal guidance.	Teacher will make simple assignment. ie. "Get your gym shoes," and individually assist pupils in carrying it out.	Classroom Materials
3.) Can complete simple assigned task when directed verbally step by step.	Teacher will make simple assignment, ie. "Find the red ball", and verbally assist individuals in completing the assignment, ie. "Walk to the toy box. Open the toy box", etc.	
4.) Can complete simple assigned task upon request under supervision.	Teacher will supervise completion of simple assignments, ie. change your shoes, pass out napkins, etc.	
5.) Can complete simple two step directions in sequence upon presentation of verbal cue.	Teacher will demonstrate assigned task and repeat the verbal cue having the student complete the two step directions. Physical assistance may be necessary.	
6.) Student will complete simple three step directions in sequence upon demonstration of task and presentation of verbal cue.	Teacher will demonstrate the task, stressing each individual direction. Student will complete task upon request by the teacher.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

PREREQUISITE SKILLS

Expressive and Receptive Language
Follow Multiple Directions
Writing Skills
Imitative Behavior

Content Area VII: Individual Responsibilities at Home and School

Item No. 1: Daily and Weekly Tasks

RELATED CONTENT ITEMS

Learning to Keep Healthy P. 273-343
Household Skills P. 465-474
Monthly & Seasonal Household Skills
P. 475-481

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will list one responsibility that he/she has at home or at school upon request.	Teacher will explain to the student the role of responsibilities at home and at school. The teacher will make a list of the various responsibilities with the aid of the students. Upon request, the student will name one responsibility. The student should use the list as a guide.	Checklists Equipment necessary to complete assigned tasks.
3.) Upon request the student will name one responsibility and demonstrate how one would complete that particular task.	Teacher will demonstrate some of the various responsibilities of the students. Teacher should emphasize the purpose of the assigned task. Verbal assistance may be necessary.	
4.) Student will name one daily task that he/she is responsible for.	Teacher will explain the difference between daily and weekly tasks. The students will make a list of weekly and daily tasks. The students will name the various tasks with the teacher.	
5.) Student will be assigned to a daily task and must use a checklist to check off the finished duties.	Teacher will explain the use of a checklist and the procedure of completing the form. The student will complete his/her daily tasks and complete the checklist for that particular day. Teacher should stress the importance of completing the assigned task correctly.	
6.) Student will name two daily and two weekly responsibilities and name one function of the checklist.	Teacher will explain the responsibilities of each job and its importance. The students will role play the various jobs. Teacher should initiate a situation that will allow the students to role play.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

Content Area VII: Individual Responsibilities at Home and School

Item No. 8: Sportsmanship

PREREQUISITE SKILLS

Visual Discrimination
Auditory Discrimination
Gross and Fine Motor Coordination
Receptive and Expressive Language

RELATED CONTENT ITEMS

Interaction Skills P. 100-105
Leadership P. 129

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will watch group activities and participate by imitating a model and with physical and/or verbal assistance.	Teacher will verbally explain and demonstrate a simple activity or game. Example: Following a demonstration of "Deal the Bacon" the student will respond by either passively observing the activity or by attempting to participate in the game. If the student does not respond in one of the two ways, the teacher may verbally remind or physically assist the student.	Card File of simple low organization games Access to various community resources such as bowling alleys.
3.) Can participate or watch group activities with verbal guidance.	Teacher will initiate a group activity and request all students to either participate or watch. Example: Following an explanation, "Today we are going to play kick ball. Those who would like to play may line up here. Those who do not want to play may sit on the yellow line." The student will then either join the activity or watch the game needing only verbal reminders as to what to do in either capacity. The teacher should encourage everyone to participate in the game.	
4.) Student will participate in or watch group activities independently with supervision.	Teacher will provide free time for group type activities. Teacher will initiate a game involving specific rules, state the rules, and explain the rules of good sportsmanship. Student will abide by game rules showing good sportsmanship (accepting defeat and success) with verbal guidance. Example: Following an explanation of the rules for a relay race and what each team must do in order to win, the students will respond according to the rules for that specific activity and demonstrate a feeling of good will toward both the winners and the losers.	
5.) Student will participate in group activities independently.	Teacher will initiate a simple low organization activity or game. Student will participate independently. Example: Teacher will begin to play Duck, Duck, Goose with some students during recess. Teacher will withdraw guidance as more join the activity. Student will respond by joining the activity and continuing without teacher direction. Teacher will provide supervision of conduct in the activity mentioned above.	
6.) Student will participate in or watch activities abiding by rules showing good sportsmanship.	Teacher will encourage students to participate in group activities either by watching and cheering for peers or by actually participating actively in the game. Teacher will initiate group activities in which the students will participate. Example: Teacher will set up league bowling for students who are interested. The student will respond by either signing up to bowl on a team or by watching the activity of others. The student will demonstrate good sportsmanship by appropriately encouraging his peers.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

PREREQUISITE SKILLS

Auditory Discrimination
Imitation Following Ability
Gross and Fine Motor Coordination
Imitative Behavior

RELATED CONTENT ITEMS
Interaction Skills P. 100-105
Sportsmanship P. 128

Content Area VII: Individual Responsibilities at Home and School

Item No. 21: Leadership

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of an activity, student will participate.	Teacher will verbally and physically explain and demonstrate a simple activity. Example: Following a demonstration of "Duck, Duck, Goose," the student will chase "it" around the circle. If student does not respond, teacher may use a verbal cue such as, "Mary, chase John," or teacher may use physical assistance such as helping student to chase another student.	Card file of various simple children's games or a book listing low organization games. Lotto Games Number Bingo Color and Shape Bingo Alphabet Bingo Chutes and Ladders Hi Ho Cherry O Candy Land
3.) Student will participate in group activities with verbal guidance.	Teacher will initiate a group activity and request all students to participate. Physical assistance may be necessary. Example: Following teacher's request, "Form a circle," student will join in the activity by joining hands with a person on either side of him. The student will follow any commands or directions given to him as a part of a game.	
4.) Student will participate in group activities with supervision.	Teacher will provide free time for group type activities. Example: During a free time period, teacher will request that the student select an activity or game to play with his peers. Various simple games (Lotto) will be placed within easy reach of student. Student will respond by selecting a game and utilizing it correctly. Teacher will assign a student to select and lead an activity. Teacher may help the student by making suggestions about selected activities.	
5.) Can participate in group activities independently.	Teacher will initiate a simple low organization activity or game, student will participate independently. Example: Teacher will begin to play Hot Potato with a student during recess. Teacher will withdraw guidance as more join the activity. Student will respond by joining the activity and continuing without teacher direction.	
6.) Student will lead others.	Teacher will provide opportunity for leadership training. Example: Following teacher's explanation and request, "Today we have some time to spend on an activity that you like. Who would want to be the leader?" the student will respond by volunteering to lead an activity and involving his classmates in carrying it out. Verbal and physical assistance may be necessary.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

Content Area VII: Individual Responsibilities at Home and School

Item No. 10: Current Events

PREREQUISITE SKILLS

Follow Multiple Directions
Receptive and Expressive Language
Imitative Behavior
Writing Skills

RELATED CONTENT ITEMS

Following Simple Directions P. 80
Functional Writing Skills P. 38-51
Learning to Develop Creativity Through Art and Music P. 573-626

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student will verbally/nonverbally relate happenings or coming events at home or at school.	Teacher will create awareness of happenings and coming events. Teacher will discuss events that the students participated in and display picture cards depicting actions of the students. Teacher will prompt the student and aid him/her in a discussion of activities that he/she participated in. Teacher may offer physical or verbal assistance if necessary.	Pictures of children involved in various activities. Various items brought by the students.
2.) Following verbal cue, student will verbally relate happenings or coming events at home or at school.	Teacher will encourage discussion of current events through picture cards that depict various events that are coming up. For example: birthday, field trip to the zoo, etc. Draw and tell activity will aid in eliciting spontaneous exchange of ideas.	
4.) Following verbal cue, student will verbally relate happenings or coming events at home, school, or in the community.	Teacher will encourage interest and awareness of community events. Teacher will use posters announcing a community event. Teacher should encourage discussion as to the event itself if the student will attend, etc. Teacher may plan field trip to visit the event, prior to the event itself.	
5.) Student will verbally discuss happenings, or coming events represented by pictures brought to class by fellow classmates	Students will bring pictures or announcements of events/activities to school. The teacher will post the various pictures and students will discuss each picture.	
6.) Student will verbally discuss current events and write one sentence or draw a picture about the event.	Student will choose a picture from the board, tell the teacher what is occurring in the picture or what the picture represents and the student will write one sentence or draw another picture concerning the event. Physical and verbal assistance may be necessary.	

PLN NO.2: Learning to Understand One's Self and Get Along With Others

PREREQUISITE SKILLS

Expressive and Receptive Language
Eye-Hand Coordination

RELATED CONTENT ITEMS

Self Image P. 82-89
Understanding Family Members P. 90-99
Interaction Skills P. 100-105

Content Area VIII: Racial Differences

Item No.1: Recognition of Racial Differences

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will point to a picture that represents a specific race upon demonstration of task and presentation of verbal cue with the aid of a visual cue.	Teacher will present the student with a picture that represents a particular race. Teacher will explain the picture and what it represents. Teacher will place a picture of exact likeness in front of the student and demonstrate the task. The student will touch and label the picture upon request. Possible representations: Black Americans, Chicanos, Chinese, Japanese, White, Indian, etc.	Tape Recorder Teacher Made Identification Cards Filmstrips: <u>Recognizing Individual Differences</u> Trell Associates <u>The People in our Community</u> Scott Graphics Inc. Holyoke, Mass. Kits: Children Instructo Products Company Philadelphia, PA
3.) Student will touch and label a picture representing a particular race upon presentation of verbal cue without the aid of a visual cue.	Teacher will place a picture in front of the student and explain what the picture represents. The student will touch and label the picture upon request. Teacher should point out physical differences, color, hair, stature, etc. Teacher should stress that everyone is equal.	
4.) The student will touch and label the appropriate picture representing a particular race within a group of pictures with the aid of a visual cue.	Teacher will demonstrate the desired response. The student will label the designated picture upon request. Teacher should have the students see the pictures before making a choice.	
5.) Student will label a particular picture within a group of pictures without the aid of a visual cue and name one physical characteristic.	Teacher will demonstrate the desired response and point out the physical differences. Teacher should stress that everyone is equal, no matter what color, etc.	
6.) Student will choose a picture from a group of pictures and label it, and state one physical difference.	Teacher places all of the pictures in front of the student and the student makes a choice, labeling the picture, and stating one physical difference. Teacher may make a list of the various races. Teacher may also make a list of distinguishing physical characteristics. Teacher should stress equality. Teacher should stress that Black Americans, White, Chicano, Chinese, Indian, Japanese, etc. can all be Americans.	

PLN NO 2: Learning to Understand One's Self and Get Along with Others

Content Area IX: Use of Public Services

Item No. 1: Post Office and Mailing Letters

PREREQUISITE SKILLS

Fine and Gross Motor Coordination
Follow Multiple Directions in Sequence
Receptive and Expressive Language
Functional Knowledge of Money

RELATED CONTENT ITEMS
Interacting with an Adult P. 100
Skills Pertaining to One's Community
P. 177-185
Safety in the Community P. 364-373

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2) Upon demonstration of task and verbal cue, student can identify picture of mailman and his function	Teacher displays pictures of various occupations (mailman, police, doctor, etc.). Upon demonstration of task and verbal cue, "point to the mailman/mailwoman", student can do so. When asked "What does the mailman/mailwoman bring us?" students reply, "Mail/letters, etc.", If possible a mailman/mailwoman should be invited to the classroom for the students to see and talk to.	Various items associated with the post office and common objects found in the classroom Pictures of items located in Peabody Kit Level #1 Cardboard boxes to make model mailboxes. Packages and letters to be mailed Stamps Filmstrip: The Post Office and Postal Workers, Donalson, NY. Eye Gate House, Inc. Book: At the Post Office Colonius, Lillian
3) Upon demonstration of task and verbal cue, student can identify a letter ready for mailing.	Teacher explains the function and purpose of writing letters. Students should participate in either writing a letter or drawing a picture that they would like to send to someone. Teacher then demonstrates how to prepare it for mailing by 1) placing it in an envelope 2) addressing it 3) putting a stamp on it. Teacher displays a number of letters, some in envelopes, some not, some addressed and some with stamps. When asked which letter is ready to mail, students can identify appropriate one.	
4) Upon demonstration of a task and verbal cue, student can identify mailbox and mail letter.	Teacher explains the function and purpose of a mailbox. Teacher shows the students a fire box, a garbage can, and a mailbox (one that is typical of the community). Student is able to identify the mailbox following a request. This can be done either by use of pictures or an actual walk through the local neighborhood. Upon identification of the mailbox, teacher gives student a letter to mail, following a demonstration.	
5) Upon demonstration of a task and verbal cue, student can purchase stamps and mail letter at a post office.	Initially a mock post office can be set up in the classroom. Teacher demonstrates how to buy stamps, affix them to the letter and mail them. Student repeats task. Still using the mock post office students can mail letters to their friends in class or in another part of the school. Students can take turns being the letter carrier, the postal clerk and the customer.	
6) Student participates in a trip to actual post office and independently mails letters.	Teacher takes students to actual post office, and has them purchase stamps, affix them, and mail the letters. Initially teacher provides verbal assistance. Teacher should show filmstrips and read relevant books about the post office prior to their visit. A bulletin board about the post office and mail should be set up.	

PLAN NO. 2: Learning to Understand One's Self and Get Along with Others

PREREQUISITE SKILLS

Expressive and Receptive Language
Ability to Imitate
Follow Multiple Directions

Content Area IX: Use of Public Services

Item No. 2: Library (IMC) Usage

RELATED CONTENT ITEMS
Identification of School Library P. 120
Audience Behavior P. 123
Interaction with an Adult P. 100
Skills Pertaining to One's Community
P. 177-185
Safety in the Community P. 364-373

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue student will identify a book, filmstrip, or record.	Teacher displays common classroom tools and toys along with a book on the desk in front of the student. Following verbal cue, "Point to the book, (filmstrip or record)", student does so. Teacher should present various types, (sizes and shapes) of books so student can learn to generalize.	Access to the school library Books, records, filmstrips Photographs of various school rooms. Record players Filmstrip viewers
2.) Upon demonstration of task and verbal cue student will identify the library and its use.	Teacher displays pictures of various rooms in the school (gym, lunchroom, art room, library) following verbal cue, "Show me the library" student points to the appropriate picture. Following verbal cue, "What do we find in a library", student responds with "Books, filmstrips, or records," etc. Student should then be taken to actual library area.	
4.) Upon demonstration of task and verbal cue student will use a picture book/record/filmstrip appropriately in the library.	In a library setting, following teacher demonstration of task and verbal cue, "Get a book", student will select an available book. Following verbal cue, "Sit down and look at it," student will do so. If necessary teacher will aid student in turning the pages. This should also be done with records and filmstrips if possible. Initially teacher should offer big oversized picture books of high interest level.	
5.) Following verbal cue, student will request to be taken to the library or book mobile and select a book/record/filmstrip.	Teacher will encourage students to use library by making it a pleasant and stimulating place to be in with pictures, music, and comfortable chairs. Example: Teacher offers question, "Would you like to go to the library?" If student responds yes, a field trip should be scheduled to the library. When students reach the library, teacher will ask "Who wants to get a book and who wants to listen to music?" Student will respond by making a choice. If student has difficulty deciding, teacher will offer verbal guidance i.e. "Would you like to look at a book, or would you rather listen to some music?"	
6.) Student independently uses the library or book mobile and joins in library supported activities.	Teacher will lead discussion of the purpose of the library. Example: Teacher will begin a discussion about what happens at the library—you can get books, listen to story tellers, see movies, etc. -- expressing that there are many enjoyable activities going on. Student will respond by asking to be taken to the library. (Teacher will encourage this response through her discussion). Once at the library, teacher will offer only verbal guidance if necessary in getting students involved in activities.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

Content Area X: Knowledge of Neighborhood and Community

Item No.1: Location of Public Services - Police Station

PREREQUISITE SKILLS

Expressive and Receptive Language
Ability to Imitate
Follow Multiple Directions

RELATED CONTENT ITEMS

Interacting with an Adult P. 100
Role Playing P. 105
Location of Home P. 110
Skills Pertaining to One's Community
P. 177-185
Seeking Police & Fireman Assistance P. 214

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch and label the picture of a police station upon presentation of the verbal cue and demonstration of the task.	Teacher will present a picture of a police station and explain the purpose and function of a police station. Teacher will demonstrate the desired response and the student will touch and label the picture upon request. Teacher should describe the rooms, etc. that are found in a police station. Physical assistance may be necessary.	Library books: <u>Policeman Small</u> <u>Leland, Lois</u> <u>About Fireman</u> <u>Geffelling, Jane</u> Kits: Community Helpers at Work Instructo Products Company Philadelphia, PA Flameless Boards: Community Helpers Instructo Products Company Philadelphia, PA Filmstrip: <u>Occupations</u> Eye Gate House, Inc. Jamaica, New York Individual Identification Cards
3.) Student will touch, label, and give one function of a policeman upon presentation of the verbal cue.	Teacher will present the student with a picture of a policeman. Teacher will list some of the functions of a policeman. The student will name one function from the list. Teacher should point out the equipment and uniform of the policeman and department.	
4.) Student will name the address of the police department in his/her district.	Teacher will present the student with the address of the police station in his/her district. Teacher will verbally read the address and the student will repeat the address. Teacher should use maps of the city, etc. to emphasize the location of the police station.	
5.) Student will name one function of the police department and give the address of the police station in his/her district.	Teacher will present the student with the list of the various functions of the police department. Upon request, the student will name one function and the address of the police station in the local district. Teacher should stress the importance of the police department in the community.	
6.) Student will participate in a field trip to the local police department. The student will name at least two functions of the police department.	Teacher should discuss the duties of the police department in the community and its importance in the welfare of each individual.	

PLAN NO. 3: Learning to Understand One's Self and Get Along With Others

PREREQUISITE SKILLS

Expressive and Receptive Language
Ability to Imitate
Follow Multiple Directions
Visual Discrimination

Content Area X: Knowledge of Neighborhood and Community

Item No. 3: Location of Public Services - Fire Station

RELATED CONTENT ITEMS

Interacting with an Adult P. 100
Role Playing P. 105
Location of Home P. 110
Skills Pertaining to One's Community
P. 177-185
Seeking Police & Fireman Assistance P. 374

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch and label the picture of a fire station upon demonstration of task and presentation of verbal cue.	Teacher will present a picture of a fire station and explain the purpose and function of a fire station. Teacher will demonstrate the desired response and the student will touch and label the picture upon request. Teacher may describe the trucks and other apparatus found in a fire station. Physical assistance may be necessary.	Filmstrip: <u>Fire Prevention at Home and School</u> <u>Eye Gate House, Inc.</u> <u>Jamaica, New York</u> <u>Flannel Board:</u> <u>Community Helpers</u> <u>Instructor Products Company</u> <u>Philadelphia, PA</u> <u>Library Books:</u> <u>I Know a Fireman</u> <u>Williams, Barbara</u> <u>Policemen and Firemen</u> <u>Miner, Irene</u>
3.) Student will touch, label and give one function of a firefighter, upon presentation of verbal cue.	Teacher will present the student with a picture of a firefighter. Teacher will list some of the functions of a firefighter. The student will name one of the functions from the list. Teacher should point out the attire of the firefighter and its importance in the role.	
4.) Student will name the address of the fire station in his/her district.	Teacher will present the student with the address of the fire station in his/her district. Teacher will verbally read the address and the student will repeat the address. Teacher should stress the location of the fire station through the use of maps of the city, etc.	
5.) Student will name one function of the fire station and give the address of the fire station in his/her district.	Teacher will present the student with the list of various functions of the fire station and the firefighters. Upon request the student will name one function and the address of the fire station in the local district. Teacher should stress the importance of the firefighters in the community.	
6.) Student should participate in a field trip to the local fire station. The student will name at least two functions of the firefighters.	Teacher should point out the uniforms and the equipment necessary to be a firefighter. Teacher should discuss the duties of the fire department in the community and its importance in the welfare of each individual.	

PLAN NO. 2: Learning to Understand One's Self and Get Along With Others

Content Area X: Knowledge of Neighborhood and Community

Item No. 3: Location of Public Services - Hospital

PREREQUISITE SKILLS

Expressive and Receptive Language

Visual Discrimination

Ability to Imitate

Ability to Follow Multiple Directions

RELATED CONTENT ITEMS

Interacting with an Adult P. 100

Role Playing P. 105

Location of Home P. 110

Doctor P. 341

Simple First Aid (Minor Cuts) P. 342

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will touch and label the picture of the hospital upon demonstration of the task and presentation of the verbal cue.	Teacher will present the student with a picture of a hospital and explain the services that a hospital provides for the community. Teacher will demonstrate the desired response and the student will touch and label the picture upon request. Teacher may describe some of the functions of the various departments in the hospital. Physical assistance may be necessary.	Filmstrip: <u>Would You Like Hospital Work</u> Eye Gate House, Inc. Jamaica, New York Flannel Board: <u>Community Workers</u> <u>Instructo Products Company</u> <u>Philadelphia, PA</u> Library Books: <u>I Want to be a Nurse</u> Greene, Carla <u>I Want to be a Doctor</u> Greene, Carla <u>How Hospitals Help Us</u> Greene, Carla <u>My Doctor</u> Rockwell, Harlow (Macmillan, 1973)
3.) Student will touch and name one function of the hospital upon presentation of the verbal cue.	Teacher will present the student with a picture of a hospital. Teacher will list the functions of a hospital and present the list to the student. The student will name one of the functions from the list and touch the appropriate picture. Teacher should point out the equipment and the uniforms of the staff. Teacher should explain the importance of the hospital and its employees in the community.	
4.) Student will name the location of the hospital in his/her district.	Teacher will present the student with the address of the hospital in his/her district. Teacher will verbally read the address and the student will repeat the address upon request. Teacher should use a visual aid when presenting the address of the hospital. Teacher should stress the importance of knowing the location of the hospital. Use city maps to aid the student in recognizing the location.	
5.) Student will name one function of the hospital and give its address upon request.	Teacher will present the student with the list of the various functions of the hospital. Upon request, the student will name one function of the hospital in relation to the community, and give the address of the hospital in his/her district.	
6.) Student should participate in a field trip to the local hospital and name at least two functions of the nurses, doctors, etc. upon request.	Teacher should point out the equipment and the attire of the employees at the hospital and its function in the community. Teacher should discuss the duties of the hospital. The hospital's location may be circled on the map to aid the student in visualizing its location.	

PLN NO 2: Learning to Understand One's Self and Get Along with Others

Content Area XI: Concept of Heritage

Item No. 1: The American Flag

PREREQUISITE SKILLS

Fine and Gross Motor Coordination

Receptive Language

Ability to Follow Multiple Directions in Sequence

RELATED CONTENT ITEMS

Audience Behavior P. 123

Following Simple Directions P. 80

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2) Upon demonstration of task and verbal cue, student will point to the American flag.	Teacher displays series of flags (or pictures) including at least one American flag. Following demonstration by the teacher and verbal cue, "point to the American flag", student responds by pointing to American flag. Teacher may present the filmstrip and cassette, <u>The Symbol of Liberty</u>, and follow it with discussion.	Filmstrips: <u>Flag Etiquette</u>, Rev. Ed., McGraw-Hill, 40071, 1961 Filmstrips with Cassettes: <u>The History of our Flag</u>, Rev. Ed., McGraw-Hill, 400169, 1961 <u>The Symbol of Liberty</u>, Eye Gate House Books: <u>About Our Flag</u>, Ellnor Rees, Melmont, 1960 Pictures of flags Miniature flags Classroom flag Federal Flag Code, Public Law 623
3) Upon demonstration of task and verbal cue, student holds a flag appropriately.	Teacher demonstrates to the class how the flag should be held (straight up, without touching the floor). Students practice holding the flag. Teacher can provide a bulletin board to display student made flags from paper or material. Student should be able to identify colors of the flag.	
4) Upon demonstration of task and verbal cue student walks with flag appropriately.	Teacher demonstrates to the class how to walk with a flag (holding it up, without dragging it across the floor). Students can practice walking with the flag. At school Boy Scout or Girl Scout meetings students can take turns as color guards.	
5) Upon demonstration of task and verbal cue student salutes or places right hand over heart.	Teacher presents an American flag to the class. Following a demonstration of the task and verbal cue, "Salute the flag", students risk, face the flag and either place their right hand over heart or salute.	
6) Student identifies when flag should be displayed.	Following a class discussion of proper time and way to display flag, student can reply appropriately to questions, (ex. "When do we take the flag down?" Answer: "At night," etc.)	

PLN NO 2: Learning to Understand One's Self and Get Along With Others

PREREQUISITE SKILLS

Content Area XI: Concept of Heritage

Receptive and Expressive Language
Ability to Imitate

Item No. 2: Pledge of Allegiance

Follow Multiple Directions

RELATED CONTENT ITEMS

Following Simple Directions P. 80
Audience Behavior P. 123
Leadership P. 129
American Flag P. 137

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration of task and verbal cue student will stand correctly in front of flag.	Following teacher's demonstration of the task and verbal cue, "Stand for the pledge of allegiance" student stands facing the flag. Teacher shows each student proper position in which to stand.	Filmstrip: <u>The Pledge of Allegiance to the Flag</u> Eye Gate House American Flag
3.) Upon teacher's demonstration of the task and verbal cue student will place right hand over heart.	Following teacher's demonstration of the task and verbal cue, "Stand up, face the flag, and put your right hand over your heart", student carries out task. If student does not respond to verbal cue, teacher may use physical or verbal guidance.	
4.) Upon demonstration of task and verbal cues student will recite the first half of the pledge.	Teacher will verbally guide students in reciting the first half of the pledge of allegiance. Example: Following verbal cue, "It's time for the pledge" student assumes appropriate positions. Teacher requests that student "Repeat after me". Teacher verbalizes pledge line by line, having student repeat each line immediately after teacher has recited it.	
5.) Upon demonstration of task and verbal cue, student will recite the 2nd half of the pledge.	Teacher will initiate the second half of the pledge offering verbal guidance only if necessary. Example: Same as above, except teacher verbalizes 2nd half of pledge line by line, having students repeat each line immediately.	
6.) Student independently and consistently will recite the entire pledge of allegiance while standing appropriately.	Teacher will initiate the pledge by saying, "It's time for the pledge of allegiance." With no further cues student will stand, placing right hand over his/her heart and recite the pledge.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others PRE-REQUISITE SKILLS

Content Area XI: Concept of Heritage

Item No. 3: National Anthem

Expressive and Receptive Language
Ability to Imitate
Follow Multiple Directions in Sequence

RELATED CONTENT ITEMS
Following Simple Directions P. 80
Audience Behavior P. 123
Leadership P. 129
American Flag P. 137
Learning to Sing with Others P. 644

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student will select the recording of the Star Spangled Banner.	Teacher plays recordings of three familiar patriotic songs, including the Star Spangled Banner. Examples: My Country 'Tis of Thee, America the Beautiful, Star Spangled Banner. Upon verbal cue, "Raise your hand when you hear The Star Spangled Banner, the student responds appropriately.	Records: Patriotic Songs and Marches for Children, Childcraft Mercury Patriotic and Morning Time Songs Educational Activities, Inc. Patriotic Songs Bowmar Filmstrip with record: Star Spangled Banner and America the Beautiful Bowmar American Flag
3.) Upon demonstration of task and verbal cue, student will rise when he hears the national anthem.	Teacher discusses the meaning of a national anthem. Teacher models appropriate etiquette to follow when singing the Star Spangled Banner in public. Upon verbal cue, "Show me what we do when we sing the Star Spangled Banner in public," student responds by standing and facing the flag when the anthem begins.	
4.) Following verbal cue, student will sing along with record or teacher's singing of national anthem.	Teacher will verbally guide student in singing the national anthem. Example: Upon the teacher's request, "Sing the Star Spangled Banner," student will respond by imitating teacher or singing along with record. Teacher may offer verbal assistance when necessary.	
5.) Student can sing the national anthem independently with supervision.	Teacher will supervise the singing of the national anthem at appropriate times offering verbal guidance only if necessary. Example: Flag raising ceremony: Teacher will create situation where student will find it necessary to sing the national anthem, such as Girl Scout ceremony. Teacher may offer verbal assistance if necessary.	
6.) Student can sing the national anthem independently in appropriate circumstances.	Teacher will observe students singing the Star Spangled Banner. Example: Teacher will observe class's morning opening activity of singing of the Star Spangled Banner.	

PLN NO 2: Learning to Understand One's Self and Get Along With Others PREREQUISITE SKILLS
 RELATED CONTENT ITEMS
 Concept Area XI: Concept of Heritage Receptive and Expressive Language
 Concept of Weather P. 220-226
 Item No. 4: Holidays Ability to Imitate
 Ability to Follow Multiple Directions
 Visual Discrimination

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student will participate in celebration of specific holidays.	Teacher will plan and organize a classroom celebration including participation by student. Examples: For a Halloween party, teacher may bring in a pumpkin to be carved, or play pin the tail on the cat. With Valentine's Day approaching, students can make and distribute valentines. Teacher and students may plan an Easter egg hunt to celebrate Easter. As student is participating in celebration, teacher should use the opportunity to explain the meanings of "holiday" and "celebration".	Party materials Large classroom calendar Pictures, books, records pertaining to specific holidays
3.) Upon demonstration of task and verbal cue, student will associate important holidays with related picture of symbol.	Teacher will display pictures of various holidays. Following demonstration of the task and verbal cue, "Show me pictures that have to do with Halloween," student points to appropriate ones. Teacher may offer further physical and verbal cues if necessary.	
4.) Following verbal cue, student will associate important holidays with appropriate season.	Teacher may create an awareness of upcoming seasons involving specific holidays through bulletin board displays, games, records and story books. Example: Following a discussion of the season and its conditions - winter, cold, snow and of Valentine's day approaching, teacher and student will discuss idea that Valentine's day comes in winter.	
5.) Following verbal cue student will associate important holidays with specific month.	Teacher will stress concept of month, and that certain months contain specific holidays. Example: At the beginning of each new month, teacher will discuss coming holidays for that month, placing a symbol of the holiday on the classroom calendar. Student will respond by naming the picture or holiday in daily discussion of the calendar.	
6.) Student will consistently and independently locate important holidays on the calendar.	Teacher will supervise student in the findings of specific dates on calendar. Example: Upon presentation of a calendar and appropriate symbol for a specific holiday, student will respond by placing symbol over appropriate date.	

PERSISTING LIFE NEED #3

Learning To Travel And Move About

Learning To Travel And Move About provides specific suggestions for teaching the essential habits, attitudes and locomotor skills necessary for transporting one's self about their environments, the home, the school, the neighborhood, the city and the country.

PLN NO 3: Learning to Travel and Move About

Content Area E: Locomotor Skills

Item No. 1: Rolling Over

PREREQUISITE SKILLS -142-
Gross Motor

RELATED CONTENT ITEMS
Visually Focuses on a Moving Object P. 3

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student lies flat on floor, (supine position).	Teacher sets rug or floor mat out, and places student flat on his back, (supine position). To create an awareness of movement and stimulate a response to changes in position, teacher should carry the child around, stopping, starting, moving to the right and the left, sitting down, standing up, etc. also changing the student's position in teacher's arms.	Floor mat or rug Toy or object of interest to student Guide to Early Developmental Training, Pg. 144-146, Indiana State Dept. of Public Instruction
3.) Student lies flat on floor with arms flexed.	Teacher places student on back. Using physical guidance if necessary, teacher has student flex his arms.	
4.) Student lies flat on floor with arms flexed and legs extended.	Teacher places student on back. Using physical guidance if necessary, teacher has student flex arms and have his/her legs extended straight out. While student is lying on back, teacher should roll him back and forth, verbally comforting him at the same time. As student rolls, his legs will flex.	
5.) Student lies on floor with arms flexed and legs extended and rolls on to side.	Student lies flat on back with arms flexed and legs extended. Teacher lifts his right leg with knee bent and crosses it over his left, pressing his knee toward the mat until his right hip is raised. Teacher holds knee in this position until the student rolls over. Teacher may assist student by turning his head to the left, tipping his face up to emphasize the movement. It may aid student if he/she focuses on an object in the direction of the roll.	
6.) Student lies on floor with arms flexed and legs extended and completely rolls over.	Student lies flat on back with arms flexed and legs extended. Teacher takes student's leg and crosses it over top of other leg, causing student to roll to side. Teacher pulls arm out from under student's trunk as he rolls into a prone position. Teacher can present toy or object so it is just out of student's reach, moving it to one side and slightly above head, within student's field of vision. Teacher encourages him to roll over in order to get it, letting him play briefly with it.	

PLN NO 3: Learning to Travel and Move About

Content Area 1: Locomotor Skills

Item No. 2: Creeps

PREREQUISITE SKILLS

Head control
Gross motor

RELATED CONTENT ITEMS
Attention P. 79

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student lies with belly on floor, head erect and arms forward, (prone position).	Teacher sets rug or floor mat out, and places student on his belly with head erect and arms forward, (prone position). Children learning how to crawl should spend at least three hours a day on the floor on their bellies.	Gym mat Toy or object of interest Chair a) Wooden sliding board, rack and barrel, PEC 4808, \$48.50 b) Barrel Crawl, PEC 4163, \$27.00
3.) Student moves on belly, pulling with arms.	Teacher sets student on mat or rug, and toises toy a few feet out in front of him. Teacher calls student's attention to it and encourages him to move forward on his belly, pulling with arms. Movement of legs is haphazard. Before attempting this, make sure student has head control. Gravity-assisted crawling: Teacher sets wooden sliding board up so upper end is 18-24 inches higher than lower end. Place toy two feet beyond end of slide. Place child on belly, head down at top of slide, calling his attention to toy. Encourage him to wave arms and kick legs so he will slide downhill, developing the concept that limb movement causes forward body movement.	c) Crawling tunnel, PEC 4164, \$15.75 d) Geometric shapes crawling forms, PEC 4165, \$38.50 Available from Preston Corp., 71 5th Ave. NY, NY 10003
4.) Student moves on belly with aid of arms and legs.	Teacher sets student on mat. Student moves on belly pulling with arms, pushing with legs in a cross-lateral pattern. (Right leg, left arm - left leg, right arm) As student pulls one leg up under him, teacher places her hand against sole of student's foot and holds it in position. When student straightens leg, he propels himself forward. Make a game of this with toy as goal.	Teacher can construct tunnels from cardboard boxes by cutting both tops and bottoms out, setting them on their side.
5.) Student moves on belly with aid of arms and legs for short distance in a straight line.	Teacher sets student on mat. Student moves on belly, pulling with arms, pushing with legs in a cross-lateral pattern (Right leg, left arm - left leg, right arm) Teacher rolls a toy into a restricted area (eg. under a chair) and encourages student to creep after it and get it out.	Cable To Early Developmental Training, Pg. 147-148, Indiana State Dept. of Public Instruction
6.) Student moves on belly with aid of arms and legs, changing direction.	Teacher places student on floor. As he moves on belly, he pulls with his arms and pushes with his legs in a right arm, left leg - left arm, right leg pattern (cross-lateral pattern) changing directions. Teacher can construct short tunnel with cardboard boxes. Child is set in front of it and encouraged to creep through. Obstacle courses can be constructed this way. Hoops can also be utilized for this.	

RELATED CONTENT ITEMS
Civics P. 143

PREREQUISITE SKILLS -144-
Head control
Gross motor

PLAN NO 3: Learning to Travel and Move About

Content Area 1: Locomotor Skills

Item No. 3: Crawl

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills abilities and/or attitudes required for beginning instruction on this item.		
2.) Student pushes up to hand knee position.	A floor mat is rolled out. Teacher places student with belly on mat. The student pushes back onto knees, propping himself up on straight arms. Teacher can assist student by placing one hand under each of student's hips and lifting him so he bends his hips and knees, reflexively, under him. Teacher should verbally encourage student to push up with both hands while stabilizing his hips. Student should practice maintaining his balance in this position.	Floor mat Towel (at least three feet long) Crawling tunnel, PEC 4164, \$15.75
3.) Student rocks forward and backward and pushes self backward.	While student is lying on belly, he pushes up to a hand-knee position and rocks forward and backward and may push himself backward. After student has learned to maintain his balance with his hips and knees tucked under him, teacher gently pushes forward and upward on his buttocks, transferring his weight over his arms, bringing him into the hand-knee crawling position. Teacher can rock student back and forth.	Crawler, PEC 4541, \$54.00 Preston Corp. 71 5th Ave., New York, NY 10003 TMR Teacher Guidelines, Dept. of Education, State of Nebraska, 233 S. 10th Lincoln, Nebraska 68508
4.) Student moves on hands and knees with a variable pattern.	Student begins moving on hands and knees. He may "bunny hop" by pushing both knees under him at once. Teacher can aid the student who has poor control of arm and leg movement by providing him with a commercial or homemade crawler. Teacher should insure that student does not become too dependent on crawler.	Guide to Early Developmental Training, Pg. 149-151, Indiana State Dept. of Public Instruction Teacher can construct tunnels from cardboard boxes by cutting both tops and bottoms out setting them on their side.
5.) Student moves with cross-lateral pattern with physical assistance.	Student moves with a right arm, left leg--left arm, right leg pattern. To assist the student in crawling teacher can take long towel (folded in half lengthwise) and place it under the student's middle, holding one end in each hand. A toy is placed a short distance in front of student. If he attempts to drop to his belly to crawl, teacher uses towel to lift his trunk off floor, encouraging him to use his hands and knees. Teacher should insure that student does not become dependent on towel.	
6.) Student moves with crosslateral pattern independently.	Student moves with a right arm, left leg--left arm, right leg pattern, stopping quickly and changing directions frequently. Teacher should arrange student's classroom activities so that they require him to move from one place or activity in the room to another. Student can practice crawling through obstacle courses set up by teacher, using crawling tunnels or large cardboard boxes.	

PLAN NO 3: Learning to Travel and Move About

Content Area 1: Locomotor Skills

Item No. 4: Stands

PREREQUISITE SKILLS

Gross motor
Grasping
Head control
Sitting balance

RELATED CONTENT ITEMS
Walks P. M6

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student grasps and holds object for support.	Teacher places student in sitting position adjacent to object for support (eg., chair), and has student grasp the chair. Teacher can also have student grasp his/her hand.	Object for support (eg. chair, table, etc.)
3.) Student grasps and holds object for support, pulling self up to kneeling position.	Teacher places student in sitting position adjacent to object for support (eg., chair), and has student grasp the chair, pulling himself up to a kneeling position. Teacher should have student balance on both knees, then on alternating knees, with support.	Balance Square, PEC 4816 \$22.00, Preston Inc. 71 5th Ave. New York, NY 10003
4.) Student grasps and holds object for support, pulling self up to a standing position.	From a kneeling position, student pulls self up to a standing position, holding onto object or teacher for support with both hands. While still holding onto object with both hands, student can stand first on one foot and then on the other.	
5.) Student grasps and holds object for support and pulls self up to a standing position, releasing one hand and balancing.	From a kneeling position, student pulls self up to a standing position, holding onto object or teacher for support with both hands. When in the standing position, student releases one hand and balances. To accustom the student to balancing on two feet, student should stand with both eyes closed. Student can practice balancing on toes and heels.	
6.) Student balances in standing position with no support.	Student grasps object for support, pulling himself to a standing position, then releasing one hand and balancing; then releasing both hands and maintaining balance. To accustom the student to movement while standing, teacher should have him touch his toes, crouch, swing his arms and catch and throw a ball. Teacher can provide balance square for student to practice on. Student balances board by shifting weight from side to side, gradually learning the range through which he can control his body.	

PLN NO 3: Learning to Travel and Move About

Content Area 1: Locomotor Skills

Item No. 5: Walks

PREREQUISITE SKILLS -Me-

Gross motor
Grasping
Head control
Sitting balance
Standing balance

RELATED CONTENT ITEMS

Stands P. 145
Walking on Right Side P. 159
Walking in Confined Area P. 187
Walking on Slippery Surface P. 182
Walking through Movement to Music P. 639

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student side steps along while holding object for support.	Student grasps object for support and pulls himself erect. While standing, he side steps along object (playpen, table), keeping at least one hand on object at all times. As student pulls himself up to chair next to table, teacher encourages student to transfer his hold from chair to table. Teacher presents toy just out of arm's reach, urging him to side step along table towards toy.	Balance beams for balancing practice, PEC 4807, \$31.00, Preston Corp., 71 5th Ave., New York, NY 10003 Guide To Early Developmental Training, Pg. 152-160, Indiana State Dept. of Public Instruction Balance Board, Cat. No. 163, \$26.00 DLM, 7440 N. Meeker Ave., IL 60646 Object for support--table, chair, playpen, etc. Toys or objects of interest Doll carriage, pull toys Bath towel (at least three feet long) Two rows of chairs Masking tape Balance beams (for boundaries)
3.) Student walks with one-hand held, flat footed, weight evenly distributed, feet wide apart.	Student grasps teacher's hand for support and pulls himself erect. While holding onto teacher with one hand, student steps forward with each foot placed flatly on floor. In an area where floor is smooth, student can move along by pushing a small chair or box (with a small weight in the bottom) in front of him for support. Teacher can let student push a doll carriage for practice.	
4.) Student takes a few steps at a time with feet wide apart, and hands at shoulder height.	Teacher gradually decreases the amount of assistance provided for student until he can take a few steps independently, with feet wide apart and hands at shoulder height. Teacher can assist student by placing folded towel lengthwise around student's chest, just under his arms. By crossing the towel in the back and grasping them firmly in one hand, teacher provides physical support, but leaves student's arms free for balancing.	
5.) Student walks flat-footed with feet close together and hands held waist high.	Student lets go of object for support and walks flat footed, exhibiting better balance. His feet are close together and his hands held waist high. Teacher should provide the student with the opportunity to walk on grass and uneven ground. Teacher should encourage student to take two or three steps from one adult to another, with no outside support. Adults should gradually move farther apart.	
6.) Student moves using heel-toe gait with cross lateral pattern.	Student walks using a heel-toe gait, flexing knees and alternating the lead foot in a cross lateral pattern (right arm, left leg--left arm, right leg). Teacher should encourage student to walk from place to place in classroom. Balance beams and pull toys should be provided for the student's use. Teacher can set up two parallel rows of chairs and have student walk between them without touching them. Width of the aisle should be gradually increased from 18" to 36". Eventually chairs can be replaced by 2 balance beams or lines of masking tape.	

PLN NO 3: Learning to Travel and Move About

Content Area 1: Locomotor Skills

Item No. 6: Ascending Stairs

PREREQUISITE SKILLS

Gross motor
Head control
Sitting balance
Standing balance
Walking
Grasping

RELATED CONTENT ITEMS

Descending Stairs P. 148
Cluttered Pathways P. 346
Hallway and Stairs Conduct P. 357

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student climbs stairs on hands and knees.	Teacher places student on steps and encourages him to crawl up on hands and knees. Teacher puts the student's hands on the second step, and one knee on the first step, urging him to pull himself up. A toy may be placed at the top of the steps for child to crawl toward. Teacher may provide physical assistance if necessary.	Ramp and Nested Steps, PEC. 1570, \$299.00 Staircase, PEC. 1563, \$257.00 Interlocking Climbing Stools, PEC. 2525, \$95.00
3.) Student climbs stairs in non-alternating pattern, grasping railing with two hands.	Student stands at the bottom of the steps, grasping rail with two hands. Using the same lead foot, student walks up one step at a time, bringing both feet to each step, all the while grasping rail with two hands. Teacher should insure that the student places his whole foot on each of the steps. If student has difficulty with this step he may try crawling up the stairs initially, followed by kneeling and finally walking.	Preston Corp., 71 5th Ave. New York, NY 10003 Towel, plastic slide Foot print outlines on steps as visual cue for student
4.) Student climbs stairs in non-alternating pattern, grasping railing with one hand.	Student stands at bottom of steps grasping rail with one hand. Using the same lead foot, student walks up one step at a time, bringing both feet to each step, all the while grasping rail with one hand. Teacher places folded towel around student's chest, under his arms, crossing it in back and grasping it firmly. Student climbs the stairs as described above.	
5.) Student climbs stairs, grasping railing with one hand and alternating feet.	Student stands at bottom of stairs, grasping rail with one hand. Alternating his lead foot, student walks up one step at a time, bringing only one foot to each step. Teacher can lightly tap back of student's knee to indicate which leg or foot is to be used next. Teacher can hold student's hand as he performs the above task. A folded towel can also be provided for additional support.	
6.) Student balances self without holding onto railing, alternating feet.	Student stands at bottom of stairs, and walks up steps one at a time, alternating lead foot, bringing only one foot to each step. The railing is not used for support. Student should be urged to grasp for rail when he/she begins to fall or lose his/her balance. Teacher should guard the child in case he loses his balance.	

PLN NO 3: Learning to Travel and Move About

Content Area 1: Locomotor Skills

Item No. 7: Descending Stairs

PREREQUISITE SKILLS -148-

Gross motor
Head control
Sitting balance
Standing balance
Walking

RELATED CONTENT ITEMS

Ascending Stairs P. 147
Cluttered Pathways P. 346
Hallway and Stairs Conduct P. 57

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student descends stairs sliding down on buttocks.	Student <u>crawls to the top of the stairs</u>. On the top step, he turns around and slides down on his buttocks, feet first. On a small plastic slide, student <u>crawls to the top</u>, turns around and slides down. Student can walk to the top of the stairs, and then slide down.	Ramp and Nested Steps, PEC 1570, \$299.00 Staircase, PEC 1563, \$257.00 Interlocking Climbing Stools, PEC 2525, \$95.00 All available from Preston Corp., 71 5th Ave., New York, NY 10003 Towel Plastic slide
3.) Student descends stairs in non-alternating pattern, holding railing with two hands.	Student stands at top of stairs, grasping rail with two hands. Using the same lead foot, student walks down one step at a time, bringing both feet to each step. Student can descend stairs as described above with one hand on rail, the other in the teacher's grasp.	
4.) Student descends stairs in non-alternating pattern holding railing with one hand.	Student stands at top of stairs, grasping rail with one hand. Using the same lead foot, student walks down one step at a time, bringing both feet to each step. Teacher places folded towel around student's chest, just under his arms, crossing it in back, and grasping it firmly. Student descends the stairs as described above.	
5.) Student descends stairs in alternating pattern, holding railing with one hand.	Student stands at top of stairs, grasping rail with one hand. Alternating his lead foot, student walks down one step at a time, bringing only one foot to each step. Teacher can lightly tap back of student's knee to indicate which leg or foot is to be used next. Student performs the above task, but with the teacher holding onto student's belt or rope around student's waist for support instead of the railing.	
6.) Student descends stairs in alternating pattern, balancing self without aid of railing.	Student stands at top of the stairs, and walks down steps, alternating his lead foot, bringing only one foot to each step. The railing is not used for support. Teacher should remain close to child in case he loses his balance.	

PLN NO 3: Learning to Travel and Move About

Content Area 1: Locomotor Skills

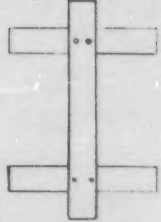
Item No. 8: Jumping Up (Standing Jump)

PREPARED SKILLS
Gross Motor

Head control
Sitting balance
Standing balance

RELATED CONTENT ITEMS

Stand P. 145
Jumping to Lower Level P. 160
Jumps over Obstacles P. 161
Jumping into Water P. 529
Jumping Rope P. 562

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student assumes a modified crouch position (standing position with knees slightly flexed).	Upon demonstration of task and physical guidance, student crouches on floor with feet apart. To create an awareness of the movement involved in jumping, teacher can lift student up. Replicate him on the floor quickly. Do this a number of times in succession. Teacher should encourage student to flex his knees.	Bouncing Board, PEC 4186, \$32.00 Kiddie Pouncer (For children up to 100 pounds), PEC 4807 B, \$38.00 Preston Corp., 71 5th Ave. New York, NY 10003 Jumping board can be constructed by taking a 2" x 10" wide x 12' long oak board and securing it to two 24", 4" x 4" oak board, one foot in from either end. Toy or balloon and string
3.) Student assumes a dynamic crouch position, thrusting body forward with both hands supported.	Upon demonstration of task and physical guidance, student crouches on floor with feet apart. Teacher holds both his hands. Following verbal cue "Jump", student quickly straightens his legs out as teacher lifts him up. Teacher places student on jumping board, holding both his hands. Teacher makes board bounce by pushing down opposite end with foot. When child begins to rise from board, teacher lifts him up and off, carrying him through his jump.	
4.) Student assumes a dynamic crouch position, thrusting body forward with one hand supported.	Upon demonstration of task and physical guidance, student crouches on floor with feet apart. Teacher holds one of his hands. Following verbal cue "Jump", student thrusts his body forward as teacher lifts him up. Same task can be performed on jumping board.	
5.) Student jumps, with landing lacking balance.	Upon demonstration of task and physical guidance, student assumes a dynamic crouch position, thrusts body forward with a strong arm swing in the direction of the jump, his landing lacking balance. Teacher places student on jumping board, making it bounce by pushing down on the opposite end with a foot. Student completes jump independently, not necessarily landing squarely on both his feet. If available student should practice his/her jumping on a small trampoline.	
6.) Student jumps with a balanced landing.	Upon demonstration of task with no physical guidance, student assumes a dynamic crouch position, thrusting body forward with a strong arm swing in the direction of the jump, suspending body briefly in mid-air, dropping back to ground squarely on both feet. The height of the jump should increase as students develop skill and gain confidence. Suspend a balloon or toy just above student's reach. Have him jump up to touch it. Gradually raise height of toy as student progresses.	

PLN NO 3: Learning to Travel and Move About

Content Area 1: Locomotor Skills

Item No. 3: Runs

PREREQUISITE SKILLS -150-

Gross motor
Head control
Sitting balance
Standing balance
Walking

RELATED CONTENT ITEMS

Walks P. M6
Playground Behavior P. 363
Tag P. 545
Relay Races P. 546, 547, 561
Running P. 557
Running Through Movement to Music P. 621

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student leans forward and pushes off with foot.	Following teacher's demonstration, student leans body forward, pushing off from rear foot and steps forward with lead foot, landing on ball of lead foot. Teacher stands adjacent to student. Following verbal cue "Walk", student and teacher walk forward together. Following verbal cue: "Faster", teacher and student walk faster and faster until both are running at a moderate pace.	Olympet Kit, PEC 4823 \$39.50 Preston Corp., 71 5th Ave., New York, NY 10003 Listening And Moving, Mafex Assoc., Ill Barron Ave., Box 519, Johnstown, PA 15906 Additional running activities listed in <u>Guide To Early Developmental Training</u>, Pg. 170-180, Indiana State Dept. of Public Instruction, Lafayette, Indiana
3.) Upon demonstration of task and verbal cue, student leans forward and pushes off with arms bent.	Following teacher's demonstration, student leans body forward, pushing off from rear foot and steps forward with lead foot, landing on ball of lead foot, with arms bent at the elbow. If possible, teacher should take student outside to a grassy slope or hill. Student starts at top of slope and walks down to teacher. The inclination of the slope should make him speed up into a run.	
4.) Upon demonstration of task and verbal cue, student runs with arms swinging in opposition to legs.	Following teacher's demonstration, student leans body forward, pushing off from rear foot and steps forward with lead foot, landing on ball of lead foot. Student's arms are bent at elbows, swinging from shoulders in opposition to legs. Teacher can roll a ball or a toy car across the floor and encourage student to run after it and bring it back.	
5.) Upon demonstration of task and verbal cue, student runs with knees bent.	Following teacher's demonstration, student leans body forward, pushing off with rear foot and landing on ball of lead foot with toes pointed forward and knees bent. Students stand in a large circle. Following the tempo of a drum, students walk slowly, walk rapidly, run and stop. Music may also be used (listening and moving).	
6.) Student is able to run with increased rhythmic movement, changing speed and direction.	Student runs with increased rhythmic movement with arms bent at elbows, swinging from shoulders in alternating pattern with feet, changing speed and direction. Teacher can set up obstacle course requiring students to run from point to point in a zig-zag pattern at various tempos. (Additional ideas in "Olympet" kit)	

PLN NO 3: Learning to Travel and Move About

Content Area I: Locomotor Skills

Item No. 16: Hops

PREREQUISITE SKILLS

Gross motor
Head control
Sitting balance
Standing balance
Walking
Jumping

RELATED CONTENT ITEMS

Identification of Body Parts P. 82
Stands P. 145
Walks P. 146
Jumping Up P. 149
Hopping through Movement to Music P. 624

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning each action on this item.		
2.) Upon demonstration of task and verbal cue, student stands on either leg with support.	Student grasps object for support with both hands, standing erect. Following verbal cue "Lift your right/left leg", student lifts appropriate one while still standing. After student has mastered standing on one leg using both hands for support, he can practice using only one hand for support. Student practices hopping on both feet without assistance before attempting to hop on one. Student may hop along with "bunny hop" record.	Object for support (table, chair, etc.) Objects for obstacle course
3.) Upon demonstration of task and verbal cue, student hops on one leg with physical assistance.	Student stands facing teacher. Both are standing on one leg, with teacher holding both of student's arms. Student bends leg slightly as teacher springs up, pulling on student's arms, raising him off the ground. Teacher continues this action until the student is springing on one leg. Student should always return to floor on same foot.	
4.) Upon demonstration of task and verbal cue, student hops on one leg with no assistance.	Student stands on either foot with no external physical support and pushes into the air, landing on same foot without touching other to floor. Student follows identical procedure utilizing other foot.	
5.) Upon demonstration of task and verbal cue, student hops on alternate feet with physical assistance.	Teacher holds student's hand for support as student uses both feet in alternating pattern, pushing off and landing with balance on one leg at a time. Student should hop on one foot a set number of times before changing to other foot. Repeat task as student holds onto teacher for support.	
6.) Student hops several steps on either foot & in an alternating pattern using both feet with no assistance.	Following demonstration of task and verbal cue "Hop", student hops on one foot until teacher says "Hop on the other foot". Student changes appropriately, with teacher providing no physical support. Student can participate in a modified version of hopscotch. An obstacle course that requires student to run, walk, hop, etc. can be set up.	

PLN NO 3: Learning to Travel and Move About

Content Area I: Locomotor Skills

Item No. II: Slides

PREREQUISITE SKILLS -152-

Gross motor
Head control
Sitting balance
Standing balance
Walking

RELATED CONTENT ITEMS

Stand: P. 146
Walks: P. 146
Sliding through Movement to Music: P. 625

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student slides one foot, then brings the other up to the first.	Following teacher's demonstration of task and verbal cue "Slide your foot" (teacher designates as to which foot by pointing), student responds by pushing appropriate foot forward without lifting foot from ground. Other foot remains stationary. This task should be done on a smooth floor that allows the student to slide with little resistance. Students should take off their shoes but retain their socks for this task.	Rhythmic music that students can move to (Waltz music) Objects for obstacle course Shoe boxes
3.) Upon demonstration of task and verbal cue, student slides one foot, then brings the other up to the first.	Following teacher's demonstration of task and verbal cue "Slide your foot", student responds by pushing appropriate foot forward without lifting foot from ground. Following verbal cue "Slide your other foot", student responds by bringing other foot up to first in same manner. To prevent students from lifting their feet, shoe boxes can be used. Students will be required to place their feet (one in each box and slide them across the floor).	
4.) Upon demonstration of task and verbal cue, student slides forward for several feet.	Following teacher's demonstration of task and verbal cue "Slide to me", student responds by sliding one foot forward without lifting foot from ground, bringing other foot up to first. Student repeats this action until he reaches teacher several feet away. Student's pattern may be inconsistent. Teacher may have student slide backwards, reversing the above action.	
5.) Upon demonstration of task and verbal cue, student slides sideways for several feet.	Student stands facing teacher. Following demonstration of task and verbal cue "Slide this way", student slides sideways by sliding one foot to the side and sliding the other foot to it. Students can slide sideways in either direction, holding hands with a partner.	
6.) Student is able to slide, changing direction and speed.	Following teacher's pattern, student gradually increases speed, sliding forward and sideways (to right and then to the left). Teacher can play music having students slide to the tempo. An obstacle course requiring students to walk, run, jump and slide can be set up.	

PLN NO 3: Learning to Travel and Move About

Content Area 1: Locomotor Skills

Item No. 12: Skips

PREREQUISITE SKILLS

Gross motor
Head control
Sitting and standing balance
Walking
Jumping, Hopping

RELATED CONTENT ITEMS

Stands P. 145
Walks P. 146
Jumping P. 149
Hopping P. 151
Skipping through Movement to Music P. 426

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.	Student stands erect and raises one leg with no external support. Following verbal cue "Hop", student hops forward several steps. Teacher should have student hop forward on other foot also. Note: Item No. 10: Hopping, should be mastered by the student before attempting this item.	Olympet Kit, PEC 4823, \$39.50, Preston Corp., 71 5th Ave. New York, NY 10003 Masking tape (two different colors) Music
2.) Student hops on alternating feet for several steps.	Student stands erect and raises one leg (no external support). Following verbal cue "Hop" and "Hop on other foot", student hops forward, changing feet on appropriate cue. On floor teacher can set up alternating boxes of two colors with masking tape. Each box should be approximately six inches apart (expanding the distance as student progresses). Student hops forward putting right foot in one color, left foot in the other.	
4.) Upon demonstration of task, student walks through step-hop movement slowly.	Student observes as teacher demonstrates step-hop movement. Teacher takes student by the hand and slowly walks through a step-hop movement. Teacher should give verbal cues to assist the student. Teacher can provide music to aid the student in developing rhythm.	
5.) Student demonstrates slow rhythm step-hop movement with verbal guidance.	Student attempts to demonstrate step-hop movement with verbal assistance only from teacher. His pattern may be inconsistent. Teacher may have student break into a skipping movement from a run.	
6.) Student demonstrates rapid step-hop movement alternating feet unassisted.	Following verbal cue "Skip", student responds by demonstrating a rapid rhythmic skipping movement. Students can have skipping races. When students have mastered the art of skipping, they can follow a course following verbal cues of "hop, skip, run, walk, stop, etc." with students performing appropriate movements.	

PLN NO 3: Learning to Travel and Move About

Content Area 1: Locomotor Skills

Item No. 13: Dodges

PREREQUISITE SKILLS -154-

Gross motor
Head control
Sitting balance
Standing balance
Walking, Visual discrimination & acuity

RELATED CONTENT ITEMS

Stands P. 145
Walks P. 146
Throwing Ball P. 539

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student remains stationary.	Following verbal cue "Hand still", student stands erect and motionless wherever the teacher designates.	Beachball
3.) Student bends at knees while remaining stationary.	Upon demonstration of task and verbal cue, student bends at knees from an erect stationary position, maintaining his balance. Initially, student may use hand of teacher for physical support, as he bends. Student should practice bending his knees and returning to an erect position repeatedly in an increasingly rapid tempo, following teacher's verbal cues. ("Pend, stand, etc")	Volleyball Utility Ball Bean Bags
4.) Student bends knees to right or to left while remaining stationary.	Upon demonstration of the task and verbal cue, student bends at knees toward the right or toward the left while his feet remain stationary, maintaining his balance. Teacher should stand facing student. Following demonstration of task and verbal cues (bend this way, bend this way, etc.), student bends appropriate way.	
5.) Student bends knees to the right or left while bending and moving trunk of body to avoid object, with physical assistance.	Upon demonstration of task, student bends to avoid object approaching him. One teacher stands behind student with hands on student's shoulders. Second teacher tosses large soft ball (beachball) slowly at student. First teacher gently guides student to bend appropriate way to avoid beachball. Teacher decreases amount of physical guidance.	
6.) Student dodges objects consistently.	Student judges direction in which to dodge before beachball reaches student. Student consistently coordinates body movements to dodge objects independently. Teacher should initially throw the ball farther from student than necessary, gradually narrowing field until ball is thrown at student. Speed of the ball should also increase. Heavy ball should be utilized as the student progresses. Students should participate in a game of dodge ball.	

PLAN NO 3: Learning to Travel and Move About

Content Area II: Use of Locomotor Skills

Item No. 1: Stopping on Visual/Verbal Command

PREREQUISITE SKILLS

Gross motor
Receptive language
Visual discrimination & acuity
Auditory acuity

RELATED CONTENT ITEMS

Walks P. 146
Safety at School P. 356-363
Safety in the Community P. 364-373

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon verbal and visual cues and physical guidance, student stops walking.	Student walks with assistant toward teacher and is instructed to watch teacher. Teacher gives verbal cue "Stop", exhibiting palm-up "Stop" signal, and assistant stops student. Room where activity is conducted should not have other competing stimuli (e.g., noisy gym activities) around.	Floor mat Percussion instruments For traffic game: Tricycles, Lines on floor for roads, traffic lights made with flashlight shining through red, yellow and green transparent color paper arranged in row on cardboard.
3.) Student stops walking by self upon verbal and visual cues only.	Following same verbal and visual cues, student stops or slows down when assistant's hand is placed in front of him. Approximations of stopping behavior are reinforced by teacher and assistant. Eventually, student stops without assistant's help.	
4.) Student stops walking by self upon verbal or visual cue only.	Teacher repeats above activity, but uses only verbal cue. When this is successful, teacher switches to using visual cue only to stop student.	
5.) Student stops all activities upon visual and/or verbal cues, but may be inconsistent.	For generalization purposes, following teacher's verbal and/or visual cues, student stops other kinds of activities (e.g., running, hopping, floor exercises on mat, clapping hands, playing percussion instruments, etc.) Student may be placed in group in which members comprehend "Stop" cues, for modeling purposes. Assistance may be needed because student is likely to be inconsistent or slow in responding to "Stop" cues.	
6.) Student consistently stops at once in all situations following verbal and/or visual cues.	Student plays "Statue" game by self or in group. In this game, student engages in some activity like jumping or running and has to stop immediately upon teacher's signal, maintaining action pose like statue. Student practices stopping in traffic games. Traffic signs for "Stop" are placed in here. Teacher should intermittently give student "Stop" cues in daily routine to keep behavior from fading.	

PLN NO. 3: Learning to Travel and Move About

Content Area II: Use of Locomotor Skills

Item No. 2: Starting on Visual/Verbal Command

PREREQUISITE SKILLS -156-

Gross motor
Receptive language
Visual discrimination & acuity
Auditory acuity

RELATED CONTENT ITEMS

Walks P. 346
Safety at School P. 356-363
Safety in the Community P. 364-373

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills abilities, and/or attitudes required for beginning instruction on this item.		
2.) Upon verbal and visual cues and physical guidance, student starts walking.	Student stands with assistant facing teacher and watching teacher. Teacher holds hand up then drops it, at same time giving verbal cue "Start walking". Assistant physically helps move student forward by holding student's hand and firmly and gently leading him. Teacher should hold hand up very clearly so that student eventually learns that he should get ready to start when this signal is given.	Floor mat for exercises Percussion instruments Easily visible string for race For traffic game, see preceding item, Level 6
3.) Student starts moving by self with visual and verbal cues only.	Following same visual and verbal cues, assistant starts walking with student without touching him. Eventually, student is able to do this without assistant upon teacher's verbal and visual cues.	
4.) Student starts walking by self upon verbal or visual cue only.	Teacher repeats above activity, but uses only verbal cue. When this is successful, teacher uses visual cue only for student to start walking.	
5.) Student starts any activity when visual/verbal cues are given, with assistance if necessary.	Student starts on cue with activities related to walking. Teacher may say "Start running" or "Start skipping", etc., and give the "Start" hand signal. Then only verbal commands are given. (Visual cue is an aid, and here it is preferably not given by itself because student may be confused as to what activity to start). Other activities are used for generalization--calisthenics, playing in hand, etc. Student may work in group for modeling purposes. Assistant may again be used to help student start because of student inconsistency.	
6.) Student consistently starts at once in all situations following visual/verbal cues.	With starting line drawn on gym floor and string for the finish, teacher conducts races (running, hopping, crawling) for students to give them practice in instant starting. Starting and stopping is practiced in "Statue" game. Different "Start" and "Stop" signals are taught in traffic games (See preceding item, Level 6 for both activities). Teacher should sometimes use verbal as "Start" in daily routine to maintain behavior.	

PLH NO 8: Learning to Walk and Move About

Content Area II: Use of Locomotor Skills

Item No. 3: Walking in Confined Areas of School, Stores, etc.

PREREQUISITE SKILLS

Gross motor
Receptive language
Visual acuity

RELATED CONTENT ITEMS

Stands P. 145
Walks P. 146
Walking with a Partner P. 158
Walking on Right Side P. 159
Walking through Movement to Music P. 620

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student starts and stops walking, following teacher's verbal and physical cues.	Following teacher's verbal cue "Walk", teacher leads student by hand in walking. Following verbal cue "Stop", teacher physically stops student. Teacher may wish to use cut-out footprints to indicate path.	Cut-out footprints or Tac Tracks (Developmental Learning Materials, Cat. No. 217, \$10) Desk, box, other stationary objects
3.) Student starts and stops walking following teacher's verbal cues only.	Teacher and student repeat above sequence, but teacher walks with student without touching him. Finally, student starts and stops walking upon verbal cues without teacher walking with him.	
4.) Following teacher's verbal cue "Turn", student avoids stationary object in his path.	Teacher gives verbal cue "Walk" and walks with student without touching him. Upon coming to desk in path, teacher gives verbal cue "Turn", and physically leads student around desk. Eventually, student performs sequence following verbal cues only. Other single objects are used similarly, e.g., large objects such as shelves, smaller objects such as boxes.	
5.) Student walks along path avoiding stationary objects in his way.	The area used is set up such that student has only one path to use. A desk and a box are placed singly in path with enough room to walk by them. Teacher walks with student along path without touching him. Upon coming to each of obstacles, teacher gives verbal cue "Turn" and detours with student around them. Physical cues are given only if necessary. Student follows same sequence with teacher's verbal cues to avoid objects, but without teacher accompanying him. Finally, student performs sequence by self. Initially path should be wide, narrowing as the student's skill develops.	
6.) Student is able to avoid moving objects he encounters in his path.	Teacher leads student by hand in room along path wide enough to allow detours. By pre-arrangement, they encounter other people in path. Teacher gives verbal cue, "Turn", allowing student down physically and detouring around other people and objects. Teacher repeats above sequence, giving verbal cues, but phases out physical cues. Finally, student completes sequence by self without cues. Sequence is practiced in other places, e.g., hallways, stores.	

PLAN NO 3: Learning to Travel and Move About

Content Area II: Use of Locomotor Skills

Item No. 4: Walking with a Partner

PREREQUISITE SKILLS -158-

Gross motor
Receptive language
Visual acuity

RELATED CONTENT ITEMS

Stands P. 145
Walks P. 146
Walking on Right Side P. 159
Walking through Movement to Music P. 620

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Following teacher's physical and verbal cue, student takes first few steps with teacher.	Cut-out footprints or Tac Tracks are placed in straight line on level floor with foot prints for two people. Student and teacher stand side by side on one end of marked path. Holding student by hand, teacher gives verbal cue "Walk together", and firmly but gently pulls student along his side a few steps along path.	Cut-out footprints or Tac Tracks, Developmental Learning Materials Cat. No. 217, \$10
3.) Following same verbal cue, student walks appropriately on path with teacher.	After same verbal cue, teacher, holding student's hand, walks with student by his side slowly and at even pace along path. When student stays on path and keeps pace, teacher reinforces behavior by smiling and giving compliment "Good". If student does not do this, teacher pulls student firmly, but gently into place saying "No". Eventually, student keeps even pace and on path without teacher having to pull. Sequence is repeated with cut-out footprints removed.	
4.) Following same verbal cue, student avoids objects and people on path with teacher.	Teacher walks side by side with student detouring if necessary to avoid obstacles and people, giving way when necessary.	
5.) Following same verbal cue, student walks appropriately in different situations with teacher.	Teacher and student walk side by side on paths with turns and uneven ground (e.g., steps, sloping ground). They also vary speed and if student is capable enough, hop and jump over low objects.	
6.) Student walks with any partner appropriately in all situations.	Student walks with competent student, then with other students. Student also practices walking with partner with rest of class when in line. Teacher may wish to accompany student and his partner to help until they can walk as partners by themselves. Students can participate in a game of follow the leader.	

PLN NO 3: Learning to Travel and Move About

Content Area II: Use of Locomotor Skills

Item No.5: Walking on Right Side of Pathways

PREREQUISITE SKILLS

Gross motor
Visual acuity
Receptive language
Body awareness

RELATED CONTENT ITEMS

Stands P. 145
Walks P. 346
Walking through Movement to Music P. 620
Fire Drill P. 362

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student walks along right side of dividing line with teacher and with aid of physical cues (arrows)	Teacher places cut-out arrows on floor to indicate direction to walk on each side. Teacher discusses with student why he should walk on right side. Then, at the hallway, teacher asks student "Which side should you walk on?" Student responds by pointing to right side. Holding student's hand, teacher walks with student along hallway. Procedure is repeated at stairs and door.	Rolls of tape Cut out cardboard arrows.
3.) Student indicates right side of place selected by pointing.	Teacher selects area of school in which students can easily distinguish right and left sides (eg., a hallway with flight of stairs and a door). Teacher separates right and left sides with dividing line by unrolling tape between them. Teacher brings student to these places in turn, asking student, "Show me the right side". Student physically responds by pointing to correct side in each place.	
4.) Student walks along right side with physical cues only.	Student leads teacher along correct side of hallway, stairs and door with aid of arrows and dividing line. Student may be inconsistent and need aid. Coming back to the starting point may need more practice because student may be confused that on way back the correct side has changed. Teacher may wish to remind student that his right hand indicates right side.	
5.) Student walks along right side without physical cues.	Student leads teacher along these places after arrows and dividing line has been removed. Teacher may put obstacles in student's path for further practice. (Eg., tables, toys, boxes)	
6.) Student walks along right side approximately in all situations.	Student may practice at sidewalks going around obstacles like lamp posts and avoiding people by moving to the right, and at lifts, revolving doors, etc. Student is also able to walk with other students on right side.	

PLN NO. 3: Learning to Travel and Move About

Content Area II: Use of Locomotor Skills

Item No. 6: Jumping to Lower Level

PREREQUISITE SKILLS -160-

Gross motor
Receptive language
Standing balance
Jumping

RELATED CONTENT ITEMS

Jumping Up P. 149
Jumps over Obstacles P. 161
Jumping through Movement to Music P. 623
Jumping into Water P. 528
Jumping Rope P. 562

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Following teacher's verbal and physical cue, student jumps forward.	Teacher holds student's hands with student in crouching position. Following teacher's verbal cue "Jump", teacher helps pull student forward as he jumps.	Gym mats
3.) Following teacher's verbal cue, student jumps forward by self.	Student jumps on teacher's verbal cue with teacher holding on less firmly each time, until student jumps forward on verbal cue only. Student may also be placed behind a line on the ground to help him practice jumping forward over something he can see.	
4.) Following teacher's verbal cue "Jump down", student jumps down from standing position.	Teacher holds student under arms behind edge of single layer of gym mat. Upon verbal cue "Jump down", teacher helps student jump forward to floor from mat. Sequence is repeated by student with only verbal cue. Mat is folded into progressively more layers for student to jump from. Student jumps down from other places, e.g., single steps.	
5.) Following teacher's verbal cue "Jump down", student jumps down when walking.	Teacher and student stand on mat. Teacher holds student's hand and walks toward mat's edge. Following teacher's verbal cue "Jump down", both jump to ground. Sequence is repeated by student with only verbal cue. As in above sequence may be repeated with single steps or at other places.	
6.) Student is able to jump down when running where appropriate.	This behavior may be more appropriate in the playground. Teacher does as in above sequence, except teacher and student run instead of walk. Only slightly lower levels are safely used for this kind of jumping. Running should also not be faster than a trot, and is safe for only more capable students.	

PLAN NO 3: Learning to Travel and Move About

Content Area I: Use of Locomotor Skills

Item No. 1: Jumps Over Obstacles

PREREQUISITE SKILLS

Gross motor
Receptive language
Standing balance
Jumping

RELATED CONTENT ITEMS

Jumping Up P. 49
Jumping to Lower Level P. 160
Jumping through Movement to Music P. 623
Jumping into Water P. 539
Standing & Running Broad Jump P. 558-559
Jumping Rope P. 562

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) With teacher's physical guidance and verbal cue, student jumps across small flat object on floor from standing position.	Student is positioned behind strip of cloth/paper on floor. Following teacher's verbal cue: "Jump", teacher helps student jump forward over strip by pulling his hands or lifting him under arms if necessary.	A strip of cloth/paper Floor mat, throw pillows Jump Standard, Preston Corp., PEC 4187, \$20
3.) With teacher's physical guidance and verbal cue, student jumps over small objects on floor from standing position.	Teacher places small objects on floor (e.g., pencil, crayon, blocks, towels). Upon verbal cue "Jump", student jumps over small objects from a standing position, with teacher providing physical assistance if necessary.	Small objects like pencils, rulers, blocks.
4.) Student jumps over objects upon verbal cue only, from standing position.	Student jumps over above mentioned small objects by self upon teacher's verbal cue only. Progressively higher objects may be used if student's ability permits (e.g., throw pillows, jump standard with adjustable bar). Teacher may wish to place floor mat on student's landing spot.	
5.) Student jumps over objects while walking.	Teacher holds student's hand and walks side by side with him toward object on floor. Following teacher's verbal cue, "Jump", both jump over object. Student performs sequence as in above, except teacher walks along side without holding student's hand. Finally, student performs sequence without teacher.	
6.) Student moving at different speeds jumps over various obstacles.	Above sequence is repeated for jumping with student moving at progressively higher speeds until student can do this by self. For generalization purposes, student jumps over different kinds of objects around school at various speeds (e.g., toys, stools, small tree stumps, etc.). Moving objects like a toy train may also be used.	

PLAN NO 3: Learning to Travel and Move About

Content Area II: Use of Locomotor Skills

Item No. 8: Walking on Slippery Surfaces

PREREQUISITE SKILLS - #2-

Gross motor
Body awareness
Visual discrimination & acuity
Ipsopropyl alcohol
Handing balance, Walking

RELATED CONTENT ITEMS

Walks P. 146
Walking in Confined Area P. 137
Walking on Right Side P. 159
Walking through Movement to Music P. 620

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Following teacher's verbal cue, student points to slippery areas.	Teacher explains why student should walk carefully on slippery surfaces. Teacher then shows student pictures of: (1) child running (a floor), (2) then on water spilled on part of floor, and (3) child falling down when doing that. Teacher gives verbal cue "Show me where it is slippery?" Student points to water on floor in picture. Teacher also shows student illustrations of other slippery areas, like slippery floors and ice. Student points to slippery areas upon teacher's verbal cue.	Simple teacher-drawn pictures Pictures of slippery surfaces, e.g., shiny waxed floors, ice Water with a little soapy solution Two rags or mats
3.) Student, with one arm held by teacher and other arm on physical support, walks across slippery floor.	Teacher pours some water with a little soapy solution on floor between two shelves or desks and leaves rags or mats on both open sides of slippery area for wiping feet. Student has shoes off, with one arm held firmly by teacher, other arm against shelf. Teacher tells student to walk slowly with small steps, lifting each foot and walk with him to other side. Both wipe feet before leaving slippery area.	
4.) Student, with one arm on physical support, walks across slippery floor.	Student walks slowly, with body slightly bent forward with small steps, across slippery area, with one arm against shelf for support and other arm out for balance. Student wipes feet after passing through slippery floor. Teacher verbally praises student when and after he walks.	
5.) Student walks across slippery floor by self.	Teacher may let student compare walking on slippery floor with and without shoes on. If student can walk quite steadily, teacher may set student to help less experienced student in walking across slippery floor. Student may hold one of less experienced student's arms, while teacher hold other arm.	
6.) Student walks appropriately on all slippery surfaces.	In cold weather, teacher may use pavement covered by ice outside school to give student practice. Or teacher may pour water on appropriate place outside school and leave it to freeze. Student may be taught to recognize ice on ground, to walk around it when possible, and if necessary, to walk on it.	

PLN NO 3: Learning to Travel and Move About

Content Area II: Use of Locomotor skills

Item No. 3: Learning to Ride the Tricycle

PREREQUISITE SKILLS

Gross motor, Fine motor
Visual discrimination & acuity
Hand/eye coordination
Receptive language
Sitting balance

RELATED CONTENT ITEMS

Learning to Ride a Bicycle P. B-4
Safety in the Community P. 364-373

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student is able to remain seated on tricycle with hands holding handlebars.	Teacher puts student on tricycle and places student's hands on handlebars so that they grip handlebars firmly. Teacher gradually lets go while student remains stably seated. If student balances poorly on seat, tricycle body support may be used. Tricycle's pedals should be near enough to seat so that child's legs can easily pedal. If not, blocks are tied to pedal, but this is not a preferable alternative.	Stable tricycle with pedals not far from seat Tricycle: body support, Preston Cat. No. PEC 4749, \$11.25 Strap for tying on strap Or: Preston strap pedal, Preston Co., Cat. No. PEC 4544 A PEC 4544 B PEC 4544 C, \$13.65 Large empty boxes
3.) With feet strapped to pedals, student is able to move forward on tricycle only with physical guidance of teacher and assistant.	Student's feet are strapped to pedals by tying them on with string, or preferably, putting feet in strap or stirrup. Teacher pushes tricycle slowly from back. Assistant in front, moving backwards, alternately pushes downwards on student's feet on pedals. Teacher may prefer to stand on back of bicycle and push with one foot, with hands on handlebars. Initially student can practice pedalling movements on a stationary bicycle exerciser if available.	
4.) With feet strapped to pedals, student moves forward, with initial push from teacher.	Teacher pushes tricycle and lets go, letting student maintain some momentum. Student may be inconsistent and may need additional help in pushing down on pedals. This is repeated until student maintains movement by self.	
5.) With feet strapped to pedals, student starts moving by self.	Teacher helps student start moving by alternately pushing downwards on student's feet on pedals. Student eventually can start moving by self. Sometimes student needs push from back if pedals are in such a position that pushing down on pedal makes tricycle go backwards.	
6.) Student pedals tricycle by self consistently without help.	Straps are taken off. Student independently rides on tricycle, starting, steering, stopping. In beginning stages of independent tricycle riding, student should use room where no damage can be done. Teacher may wish to set up large boxes in area to give student practice in steering around them.	

PLN NO 3: Learning to Travel and Move About

Content Area II: Use of Locomotor Skills

Item No.10: Learning to Ride a Bicycle

PREREQUISITE SKILLS - 34-

Gross motor, Fine motor
Visual discrimination & acuity
Hand/eye coordination
Receptive language
Sitting balance

RELATED CONTENT ITEMS

Learning to Ride a Tricycle P. 163
Safety in the Community P. 364-373

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student is pushed on bicycle by teacher and assistant. Training wheels are used.	Teacher may introduce student to riding bike by giving him a ride with someone, or bringing him to place where other children are enjoying themselves on bikes. Teacher asks student if he wishes to learn to ride. Student has to show enough willingness to learn, as skill is not readily developed. Student is placed on seat. Teacher, on one side, holds student's hands firmly on handlebars. Teacher's assistant is at back on other side. Teacher and assistant push bike slowly by holding onto back of the seat, giving student verbal encouragement.	Bike with training wheels, low enough for feet to reach ground, or Training bicycle with height-adjustable training wheels, Preston Cat. No. PEC 4748A, \$58.50
3.) Student begins to pedal, and balances inconsistently when riding, with physical guidance of teacher and assistant. Training wheels are used.	While student is being pushed, teacher tells student to pedal. When student shows some balance, teacher and assistant loosen grip, complimenting student on progress. Teacher may also wish to teach student use of brakes to slow down and to stop at this time by gripping students hands on brake handles. Student then does this by self.	
4.) Student balances when riding with aid of training wheels only.	Teacher and assistant on each side of student, verbally encouraging him and holding their hands near him to give him reassurance when he is cycling, with only training wheels. If it adds to student's confidence, pads can be put on student's elbows and knees for protection.	
5.) Student starts moving and turns with aid of training wheels only.	At first, in pushing off, student may need a light push from the back. This is faded out when student improves. Student also gradually learns to make sharper turns on bike, with teacher giving verbal encouragement.	
6.) Student rides bike consistently by self.	More advanced skills may be developed: riding on different kinds of bikes (e.g., higher ones, but low enough for toes to touch ground), riding on narrow paths, sandy, soft or uneven ground. Awareness of risks to self and bike are taught. Student may also practice riding with one hand for brief periods when he wishes to signal.	

PLAN NO 3: Learning to Travel and Move About

Content Area III: Transports Oneself Around the School and Home

Item No. 1: Shutting Doors

PREREQUISITE SKILLS

Gross motor
Imitation behavior
Receptive language
Attending behavior

RELATED CONTENT ITEMS

Opening Doors P. 166
Locking/Unlocking Doors P. 167
Entering Room P. 173
Closing Vehicle Doors P. 189

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Teacher holds student's hand around door handle and pushes door shut.	Teacher and student go to inside of door. Holding student's dominant hand around door handle of open door, teacher pushes door shut. Teacher tells student to note "click" of door when it is securely shut.	Different doors for practice, including latch door
3.) Following teacher's verbal cue, student carefully pushes door shut.	Following teacher's verbal cue "Shut the door", student pushes door shut. Teacher explains to student that when door is shut, student should be careful and see that nothing is in way (e.g., furniture, shoes). Student should watch out for people coming to door.	Optional Door and Latch Frame Set - 3 frames with different types of fasteners, including gate hook-as I-eye, window turn button, safety chain door fastener, sliding bolt, window-sash latch, hinge hasp with padlock and key, cupboard catch, Preston Co., PEC 7535, \$26.85
4.) Teacher holds student's hand around door handle and pulls door shut.	Teacher and student go to other side of door. Teacher holds student's dominant hand around door handle and pulls door shut securely, reminding student that nothing should be in the way, and to listen for "click". It should be emphasized to student that he should keep hand out of way, and to close door slowly to prevent accidents.	Objects for practice like toy truck, stool chair
5.) Following teacher's verbal cue, student carefully pulls door shut.	Following teacher's verbal cue "Shut the door", student pulls door shut. Teacher may, for further practice, put things in way of door (e.g., toy truck, shoe, chair, upturned carpet edge). Student removes these things just beyond range of closing door, and then closes door. Student can also learn to check if door is securely shut by pushing on or pulling door as appropriate.	
6.) Student shuts all kinds of doors appropriately.	Other kinds of doors are used for practice (e.g., latch doors--see materials). Student can be given responsibility of closing door when class leaves or entering rooms. Student also shows he can close door softly by turning handle before shutting door, then letting go of handle.	

PLN NO 3: Learning to Travel and Move About

Content Area III: Transports Oneself Around the School and Home

Item No. 2: Opening Doors

PREREQUISITE SKILLS -166-

Gross motor
Imitation behavior
Receptive language
Attending behavior

RELATED CONTENT ITEMS

Shutting Doors P. 165
Locking/Unlocking Doors P. 167
Entering Room P. 173
Opening Vehicle Doors P. 188

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES		EQUIPMENT & MATERIALS
1.) Lacks skills abilities and/or attitudes required for beginning; instruction on this item.			
2.) Teacher holds student's hand around door handle, turns it, pushes door open and walks through with student.	Teacher picks appropriate door for practice. Teacher and student go to outside of door. Teacher holds student's dominant hand firmly around handle, turns handle, then pushes door open and walks through with student. Sequence is repeated two or three times.		Door with handle that is easy to turn and preferably with glass so that student can see other side. Door with doorbell. Other types of doors for practice, e.g., latch doors. Optional Door and Latch Frame Set (See Item #1 for details)
3.) Following teacher's verbal cue, student turns handle, pushes door open and walks through door.	Following teacher's verbal cue "Open the door", student completes above sequence by self. Student may need teacher's physical guidance for parts of sequence. When student is consistent, teacher walks through with student again, showing him how to open door slowly explaining to him that fast opening might damage door or hurt someone on the other side of door. Teacher goes to other side, places hand lightly on door and gives same verbal cue whereupon student opens door slowly.		
4.) Teacher holds student's hand around door handle, turns it, pulls door open and walks through with student.	Teacher and student go to other side of door. Teacher holds student's dominant hand firmly around handle, turns handle, pulls door open and walks through with student. Sequence is repeated two or three times.		
5.) Following teacher's verbal cue, student turns handle, pulls door open and walks through door.	Student performs above sequence following teacher's same verbal cue only. Teacher brings student to another door with same type of handle and gives student same verbal cue. Student tries to open by pushing or pulling. Teacher may give verbal cue from other side of door also. Teacher emphasizes importance to student of closing doors behind him after he has opened and walked through door.		
6.) Student opens all kinds of doors appropriately.	Other kinds of doors, including doors which are heavy, self-closing doors, latch doors, and doors leading to steps. Student practices answering doors when there is knock on door or doorbell rings.		

PLN NO 3: Learning to Travel and Move About

Content Area III: Transports Oneself Around the School and Home

Item No. 3: Locking/Unlocking Doors

PREREQUISITE SKILLS

Gross & fine motor
Imitation behavior
Receptive language
Attending behavior

RELATED CONTENT ITEMS

Shutting Door P. 165
Opening Doors P. 166
Closing and Locking Vehicle Doors P. 169

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Teacher holds student's hand around key, unlocks door and pushes/pulls it open.	Teacher leaves key in locked door. Holding student's dominant hand to key and other hand of student around door knob, teacher turns key and pushes/pulls door open carefully with other hand. Sequence is repeated a few times.	Key to door Bunch of keys Padlock and key Luggage bag with lock and key
3.) Student unlocks door and pushes/pulls door open, upon teacher's verbal cue.	Student performs task upon teacher's verbal cue "Unlock the door and open it".	
4.) Upon teacher's demonstration of task and verbal cue, student locks door and tests to see if it is secure.	Teacher demonstrates how to lock door after pushing it shut. Teacher then repeats task holding student's hand around key. Eventually, student practices doing this by self upon teacher's verbal cue "Lock the door" only. After teacher's demonstration of how to test if door is locked, student shows that he can test door likewise.	
5.) Upon teacher's demonstration and verbal cue, student inserts key in keyhole and locks/unlocks door, testing to see if door is locked where appropriate.	Teacher demonstrates how to insert key. Student performs this task until competent. Then upon teacher's verbal cue to "Unlock the door and open it" or "Lock the door", student inserts key and performs task appropriately, testing to see if locked where appropriate.	
6.) Student locks/unlocks all kinds of doors by self, testing to see if door is locked where appropriate.	Student practices on other doors and other locks, like car doors, luggage bags, drawers, padlocks. Student should be able to try various keys on locks to see which fits. Student should be able to keep and use own keys (e.g., front door to own house) appropriately.	

PLN NO 3: Learning to Travel and Move About

Content Area III: Transporting Oneself Around the School and Home

Item No.4: Responds Appropriately to Signal System

PREREQUISITE SKILLS -168-

Gross motor
Attending behavior
Receptive language
Expressive language
Auditory discrimination & scuity

RELATED CONTENT ITEMS

Walking on the Right Side P. 159
Signal System Response P. B18
Fire Drill P. 362

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student identifies appropriate buzzer.	Teacher presents various signals (buzzers, bells, etc.) that are regularly heard in the school environment. Following verbal cue "What does this bell tell us?", after a signal is sounded, student responds appropriately (fire drill, lunch, doorbell, telephone ring). Auditory discrimination activity--Teacher presents various unrelated pictures such as cars, school on fire, students eating lunch, alarm clock, etc. On tape recorder, teacher plays corresponding sounds. Following its sound, student matches it with its picture source.	Auditory discrimination - familiar sounds, DLM Catalogue No. 139, \$4.25 (tape, reel or cassette with corresponding flash cards) Bulletin board schedule
3.) Student is capable of responding to signal system with assistance.	Teacher explains various signals and how they are related to each day's schedules. Example: the bell after lunch tells us to go to recess; the bell after recess tells us to go to speech. A class schedule should be posted on the bulletin board for the students to refer to. Teacher should make references to it throughout the day.	
4.) Upon presentation of the signal and physical and verbal cue, student will proceed to appropriate area.	Following sounding of signal (buzzer, bell) and verbal cue "It's time for gym (lunch, music, etc.); line up and follow me". Students will walk to the door, line up and follow the teacher to the proper destination.	
5.) Upon presentation of the signal and verbal cue, student will proceed to appropriate area.	Following sounding of signal (buzzer, bell) and verbal cue "Line up and go to lunch", student responds by walking to door, lining up and proceeding to appropriate destination. A lunch monitor or a speech monitor can be chosen from the class on a rotating basis to lead the children to each of their activities.	
6.) Upon presentation of the signal, student independently proceeds to appropriate area.	Following sounding of signal (buzzer, bell), students will line up in an orderly fashion and proceed to the proper location as designated by their schedule. The line monitor may lead the students.	

PLN NO 3: Learning to Travel and Move About

Content Area III: Transports Oneself Around the School and Home

Item No. 8: Identifies Boys and Girls Restrooms

PREREQUISITE SKILLS

Gross motor
Attending behavior
Visual discrimination & acuity
Visual tracking
Receptive language

RELATED CONTENT ITEMS
Sight Vocabulary: Functional Signs P. 66
Identification of Bathroom P. 115
Hall and Stairs Conduct P. 357

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student identifies words "Boys (men)" and "Girls (women)".	Teacher presents flashcards with printed words "Boys", "Men", "Girls" and "Women". Following verbal cue, "Point to 'Men' or point to 'girl'", student points to appropriate one. Teacher can also present international symbols for men's room and women's room (black outline of man and women).	Flashcards with boys, girls, men, women and international symbols Masking tape
3.) Following verbal cue, student identifies appropriate sign.	Teacher presents two flashcards at one time ('Boy' and 'Girl'--'Men' and 'Women'). Following verbal cue, "Which bathroom do you go to?", student points to appropriate one. Teacher should discuss why boys and men, on one hand, girls and women, on the other, use the same facilities.	
4.) Upon demonstration of task and verbal cue, student locates and enters appropriate restroom.	Following verbal cue "Let's go to the boys/girls room", teacher grasps student by hand and accompanies him/her to appropriate room. Initially, signs on bathroom door may contain additional cue such as color, red for girls and blue for boys.	
5.) Following verbal cue only, student locates and enters appropriate restroom.	Following verbal cue "Go to the bathroom", student will proceed followed by teacher offering additional verbal assistance if necessary. If bathrooms are located far from classroom teacher may put masking tape along floor or wall for students to follow.	
6.) Student independently and consistently identifies and enters appropriate restroom.	After requesting verbal permission to go to restroom, student leaves classroom and independently and consistently directs self to appropriate room. With minor modifications, these same procedures can be utilized for teaching discrimination of girls and boys lockerroom.	

PLAN NO. 3: Learning to Travel and Move About

Content Area III: Transports Oneself Around the School and Home

Item No. 4: Locates Classroom

PREREQUISITE SKILLS -170-

Gross motor
Attending behavior
Imitation behavior
Receptive language
Visual discrimination & acuity

RELATED CONTENT ITEMS
Classroom P. 17
Hallway & Stairs Conduct P. 357

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Teacher accompanies student to classroom.	Teacher should walk with student from entrance of school to classroom when he arrives in the morning to accustom student to route. Initially, teacher may post a decorative picture on classroom door to aid the student's recognition.	Decoration for classroom door
3.) Student indicates classroom verbally or by gesture.	While standing in front of the door to the classroom, student gestures to inside, following verbal cue "Point to our classroom".	
4.) Student motorically responds to direction involving classroom from location where classroom is visible.	In a range of two or three classrooms, student walks to door of own classroom as response to "Go to your classroom". A favorite toy can be placed within classroom of student. Upon entering room, student should be allowed to play with it for a limited time.	
5.) Student motorically responds to direction involving classroom from location where classroom is not visible.	Student is taken up the hall (in either direction) to a point where classroom is no longer visible. Following verbal cue "Go to your classroom", student walks to classroom. Student should be gradually taken further and further from his classroom. If he fails to find his way, he should be brought back to the next closest point.	
6.) From anywhere in school, student consistently and independently directs self to classroom.	Student is taken to various locations around the school (gym, lunchroom, speech room, etc.). Following verbal cue "Go to your classroom, student proceeds to door of own classroom.	

PLN NO 3: Learning to Travel and Move About

Content Area III: Transports Oneself Around the School and Home

Item No. 7: Locates Neighboring Rooms

PREREQUISITE SKILLS

Gross motor
Attending behavior
Imitation behavior
Receptive language
Visual discrimination & acuity

RELATED CONTENT ITEMS

Classroom P. 117
Locates Classroom P. 170
Hallway & Stairs Conduct P. 357

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) From anywhere in school student consistently and independently directs self to own classroom.	Student is taken to various locations around the school (gym, lunchroom, speech room, etc.). Following verbal cue "Go to your classroom", student proceeds thudly. It is suggested that the student be familiar with the other teachers in the school before this item is taught.	Use of school Photographs of teachers
3.) Teacher accompanies student to neighboring classroom.	Teacher walks with student from own classroom to neighboring one to accustom student to route, verbalizing destination enroute. While standing in front of the door to neighboring classroom, student gestures towards inside following verbal cue "Point to Mr. Berg's room". Initially, teachers may post photographs of themselves on their respective doors to aid the students in discrimination of classrooms.	
4.) Student motorically responds to direction involving neighboring classroom from location where classroom is visible.	In a range of two or three classrooms, student walks to door of designated neighboring classroom as response to "Go to Mr. Berg's room". If possible, "Mr. Berg" should be present in his classroom so student will learn to associate individual teachers with each classroom.	
5.) Student motorically responds to direction involving neighboring classroom from location where classroom is not visible.	Student is taken up the hall or to own classroom to a point where the neighboring classroom is no longer visible. Following verbal cue "Go to Mr. Berg's classroom", student walks directly to destination.	
6.) From anywhere in school, student consistently and independently directs self to neighboring classroom.	Student is taken to numerous locations throughout the school (gym, lunchroom, own classroom, etc.). Following verbal cue "Go to Mr. Berg's room", student proceeds to door of the aforementioned room.	

PLN NO 3: Learning to Travel and Move About

Content Area III: Transports Oneself Around the School and Home

Item No. 8: Locates Special Rooms

PREREQUISITE SKILLS -172-

Gross motor
Attending behavior
Imitation behavior
Receptive language
Visual discrimination & acuity

RELATED CONTENT ITEMS
Identification of Gym, Art, IMC P. 118-120
Hallway & Stairs Conduct P. 357

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) From anywhere in school, student consistently and independently directs self to own and neighboring classrooms.	Student is taken to various locations around the school (gym, lunchroom, various classrooms, etc.). Following verbal cue "Go to Mr. Lee's room" or "Go to your classroom", student responds by proceeding to appropriate room. It is important that the student become familiar with the function of each room while he is learning the route, and that each room has something distinctive about it.	Use of school
3.) Teacher accompanies student to special rooms.	Teacher walks with student from own or neighboring classroom to special room (speech room, gym, occupational therapy room, etc.) verbalizing the destination enroute (e. g., "we are going to the speech room"). In front of the speech room, student points to the inside in response to "Point to the speech room".	
4.) Student motorically responds to direction involving special room from location where room is visible.	Within a range of two or three rooms, student walks to door of special room (speech or otherwise) as response to "Go to the speech room". Teacher should begin with rooms that the student visits most frequently.	
5.) Student motorically responds to direction involving special room from location where room is not visible.	From own room or location that the student is usually at prior to his scheduled time in the special room, student walks directly to destination following verbal cue "Go to the speech room". When the student becomes accustomed to the route, he should be able to locate the speech room or art room from more than one starting point.	
6.) From anywhere in school, student consistently and independently directs self to various special rooms.	Student is able to locate a number of special rooms from a variety of starting points throughout the school, following either verbal or signal (bell, etc.) cue. Upon arrival at each destination, student should be given desirable task such as opening light or raising window shades, etc.	

PLN NO 3: Learning to Travel and Move About

Content Area III: Transports Oneself Around the School and Home

Item No.9: Entering Room and Stating Business

PREREQUISITE SKILLS

Gross motor
Attending behavior
Imitation behavior
Expressive language
Receptive language
Visual discrimination & acuity

RELATED CONTENT ITEMS
Interacting with an Adult P. 100
Role Playing P. 105
Opening Doors P. B6

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
2.) Student observes other student demonstrate procedure for entering room and stating business.	Teacher discusses with student what student should do when he needs to go to another classroom to ask for something. While student observes, other student acting as model goes to next classroom and knocks on opened door. Other teacher, by pre-arrangement, goes to door. Modeling student asks "Can I have some candy, please?". Teacher gives him candy. Student says "Thank you" and leaves.	Candy as reward Colored chalk, ruler, or other small items for student to get from other room
3.) Student imitates modelling student in procedure with teacher's assistance if necessary.	Student joins modelling student, doing what latter does right after he does it. Both get candy. Student's teacher stands by to give verbal cues if necessary.	
4.) Student performs procedure by self.	Student shows consistency in task. Teacher explains to student that sometimes other teacher may say "Come in" or "Yes?", and student should go in and not wait for teacher to go to him. This may be followed by practice. If door is closed, student learns to knock and wait for someone to open door or to tell him to go in. Other teacher can report on student's performance to student's teacher. Teacher may reinforce student with candy.	
5.) Student goes to other rooms to run errands for teacher.	Other messages can be used--student goes to ask for other things (e.g., ruler, green and red chalk). When student performs task appropriately, teacher praises him and gives him some candy intermittently.	
6.) Student states business appropriately upon entering room.	Student can perform task for self rather than for others only, e.g., asking to use the phone in school office. Student should remember to be polite at all times, saying when appropriate "Excuse me", "Pleasee", "Thank you". To inculcate sense of responsibility, student may bring less capable student to office and state business for latter, e.g., loss of student's pen, first aid for cuts.	

PLN NO 3: Learning to Travel and Move About

Content Area III: Transports Oneself Around the School and Home

Item No.10: Locates Room by Number

PREREQUISITE SKILLS - #74-

Gross motor
Attending behavior
Imitation behavior
Expressive & Receptive language
Visual tracking
Visual discrimination & acuity

RELATED CONTENT ITEMS

Identifies Numerals 1-10 P. 53
Functional Signs P. 66
Role Playing P. 105
Hallway and Stairs Conduct P. 357

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Following teacher's verbal cue, student verbally states own room number.	Teacher walks with student along hallway outside their class, pointing out to student numbers on doors of classrooms. Teacher points out own classroom's number to student, getting student to verbalize it. They go into classroom, and teacher asks "What is our room number?", whereupon student replies correctly.	Cardboard sheets with "doors" cut into them, and then propped up. Drawing pins stuck into doors, on which tags with numbers are hung on, or tags are glued on doors. (First few numbers are put on by teacher, rest of tags with numbers put on by student) For "hallways" with numbered doors on both sides, two sheets of cardboard facing each other can be made.
3.) Student shows he understands horizontal system of numbering by predicting following room numbers when first two or three numbers are known.	Teacher brings student into hallway again, showing student numbers of rooms in ascending order. When student realizes this, student predicts following room number(s). Student may find that certain rooms have, instead of numbers, words like "Custodian" or "Girls" on door. Teacher then repeats same task with numbers in descending order. Student may not predict numbers well, but at least can say that numbers go down. Student then puts number tags on cardboard doors (see materials).	
4.) Student shows he understands vertical system of numbering on floors by verbally stating floor a certain room is on, given room number.	Teacher tells student that first of three numerals in each number corresponds to floor room is in, and shows student room numbers on other floors, including special case of basement. Student also sees that same ordered numbering system works on these floors as own floor and can predict following numbers as before. Teacher asks on which floor a room with a particular number can be found. Student replies verbally, and teacher brings student to floor to let student check if he is correct.	
5.) Following teacher's verbal cue, "Show me room _____", student brings teacher to room.	Teacher starts by using numbers on same floor as classroom, then other numbers. Student physically indicates numbers by pointing.	
6.) Student locates rooms in building independently by number.	Student is able to run errands for teacher, locating rooms like storeroom by number. As this is a useful skill to generalize beyond school building, teacher may bring student to high-rise buildings nearby, giving student room number and letting student choose floor and push correct lift buttons in building.	

PLN NO 3: Learning to Travel and Move About

Content Area III: Transports Oneself Around the School and Home

Item No. II: Gets On and Off Escalator

PREREQUISITE SKILLS

Gross motor
Attending behavior
Standing balance
Walking
Receptive language

RELATED CONTENT ITEMS

Walking P. 146
Walking on Right Side P. 159
Hallway and Stairs Conduct P. 357

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student puts hand on railing of moving escalator to keep self stably balanced.	Teacher arranges with proper authority to get exclusive use and control of escalator for sufficient period of time. Escalator is turned on to "slow". Teacher lifts student on, putting him down where steps have risen. Student stands still with hand on railing. At end, student is lifted off. This is repeated a few times for "Up" and "Down" escalators.	"Up" and "Down" escalators with access to manual control
3.) Student steps on stationary escalator without touching divisions between steps with teacher's verbal and physical guidance. Student steps off moving escalator with teacher's verbal and physical guidance.	Escalator is stopped. At bottom of escalator where steps are level, teacher points to divisions between steps, telling student not to step on them. With hand held by teacher, students get on step without touching division. This is repeated a few times. Student steps on again with teacher. Then escalator is turned on to move very slowly. Student holds on to railing with teacher holding hand. At top, teacher says "Step off", leading student by hand. Task is repeated on "Down" escalator.	
4.) Student steps onto moving escalator without touching divisions and off escalator with teacher's physical guidance.	With hand firmly held by teacher, student steps on very slowly moving "Up" escalator. Student's other hand holds onto railing. At top, student steps off with hand held firmly by teacher. Task is repeated on "Down" escalator. As student improves, escalator is speeded up gradually.	
5.) Student steps onto and off moving escalator with teacher standing by to give support if necessary.	Teacher stays with student to give him confidence and to support him in case he loses balance. Student with teacher at his side steps on and off moving escalator appropriately.	
6.) Student uses escalator by self appropriately.	Student should be polite and not push others to wait up or down faster on moving escalator. Student may practice using escalator when carrying things with one hand, and also with both hands. Student can assist less capable students on escalator. This helps to instill sense of responsibility.	

PLN NO. 3: Learning to Travel and Move About

Content Area III: Transport: Ourselves Around the School and Home

Item No. 12: Operates an Automatic Elevator

PREREQUISITE SKILLS -176-

Gross motor, Fine motor
Attending behavior
Standing balance
Visual discrimination & acuity
Receptive language

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 4
Identifies Numerals 1-10 P. 53
Functional Signs P. 66
Follow Simple Directions P. 80

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student locates and identifies elevator.	Teacher accompanies student to elevator. Upon demonstration and verbal cue "Point to the elevator". Teacher should present the sight word "elevator" on a flashcard to aid the student in locating it.	Flashcard with word "elevator" Large empty box from refrigerator or washer to be used as mock elevator
3.) Upon demonstration of task and verbal cue, student pushes button for elevator.	Following teacher demonstration and verbal cue "Push the button", student does so. Student should then be able to push button following verbal cue only. Eventually, student will have to be taught to discriminate between the up and down button depending on the floor he wishes to travel to.	
4.) Upon demonstration of task and verbal cue, student enters elevator.	Teacher models correct procedure. Following verbal cue "Go into the elevator", student responds by doing so. Later on, it will be necessary for student to discriminate between an up elevator and a down elevator. Students should learn to let people exit elevator before they enter.	
5.) Upon demonstration of task, physical and verbal cue, student selects appropriate button.	Teacher models correct procedure. Following verbal cue "Push 3" and presentation of flashcard with appropriate number printed, student pushes it. Student then pushes appropriate button following verbal cue only. In classroom, teacher may build mock elevator out of large refrigerator or washer box. Have students role play proper procedure to follow in using the elevator.	
6.) Upon demonstration of task and verbal cue, student exits elevator at correct floor.	Teacher models correct procedure. Following verbal cue "We get out here on the 2nd floor", student does so. Teacher should point out that the number above the elevator door must match the number on the button that the student has pushed before he exits elevator. Student should be able to independently operate an automatic elevator with no additional cues.	

PLN NO 3: Learning to Travel and Move About

Content Area IV: Skills Pertaining to One's Community

Item No. 1: Locates One's Own Home

PREREQUISITE SKILLS

Gross motor
Attending behavior
Receptive language
Visual discrimination & acuity

RELATED CONTENT ITEMS

Identifies Numerals P. 53
Functional Signs P. 66
Location - Address P. 110
Skills Pertaining to One's Community P. 177-85
Safety in the Community P. 364-373

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student indicates "Home" verbally or by gesture.	Teacher presents photographs (preferably color) of student's home along with others. Following verbal cue "Point to your home," student responds by pointing to the appropriate one. Appropriate modifications should be made for student who lives in an apartment or farm.	Photographs of student's home
3.) Student indicates actual home verbally or by gesture.	These tasks must be accomplished on actual home street of student. In a range of two or three neighborhood houses, student points to actual home following teacher's verbal cue "Point to your home." Appropriate modifications should be made for the student who lives on a farm.	
4.) Student motorically responds to direction involving home.	In a range of two or three neighboring houses, student walks to door of own home as response to "Go home". In a rural area, student should be able to walk home from a neighboring farm or field. A favorite toy or food can be placed within the door of the student's home. Upon arriving there, student should be allowed to play with it or eat it.	
5.) Student motorically responds to direction involving home from location where home is not visible.	Student is taken up the block (in either direction) to a point where home is no longer visible. In rural area student is taken down the road (in either direction) to a point where the farm house is no longer visible. Following verbal cue "Go home", student walks to door of own home. Student should gradually be taken farther and further from his home. If he fails to find his way some from a point, go back to the next nearest location that he was able to.	
6.) From anywhere in neighborhood, student consistently and independently directs self to home.	Student is taken to various locations around local neighborhood or community (friend's home, grocery store, movie, neighboring farm, etc.). Following verbal cue "Go home", student walks to door of own home. Bears from PLN 8: Learning to Live Safely, Content Area III should be taught concurrently.	

PLN NO. 3: Learning to Travel and Move About

Content Area IV: Skills Pertaining to One's Community

Item No. 2: Locates Own Block/Road

PREREQUISITE SKILLS -179-

Gross motor
Attending behavior
Receptive language
Visual discrimination & acuity

RELATED CONTENT ITEMS

Identifies Numerals P. 53
Functional Signs P. 66
Location - Address P. 110
Skills Pertaining to One's Community P. 177-185
Safety in the Community P. 364-373

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies appropriate block as surrounding for one specific home.	A three dimensional scale model of a village is presented to the student. Three houses are placed on each of two blocks (the houses are numbered 1-6, and the blocks are designated names or colors). Upon demonstration of task and verbal cue "What block is house #3 on?", student responds appropriately.	Playkool Village, No. 310, \$7.00, Milton Bradley Co., Springfield, Mass., 01101
3.) Student indicates own block/farm verbally or by gesture.	Teacher presents photographs (preferably color) of student's own home and one or two neighboring homes/farms along with other photographs. Upon demonstration of task and verbal cue "Show me your block/farm", student points to appropriate one.	Photographs or slides of student's home
4.) Block of familiar houses/fields evoke verbal or motor response for familiar neighborhood unit.	The remainder of these levels must be accomplished on actual home block/rural area of student. Teacher takes student to either end of various blocks or fields including student's. Student identifies own block/farm when it is visible to him. Teacher should approach student's home from both ends to familiarize him with all approaches.	
5.) Student identifies landmarks approaching home block/farm.	Teacher takes student to various landmarks (schools, parks, statues, etc.) located in immediate area of student's own block/farm area. Teacher then takes student around community. Upon presence of familiar landmarks, student verbally identifies them as such.	
6.) From anywhere in the community, student consistently and independently directs self to home block/farm.	Student is taken to various locations around the local neighborhood (friend's home, park, movie). Following verbal cue "Go to your block/farm", student momentarily responds directing self to home block/farm. Items from PLN NO 6: Learning to Live Safely, Content Area III: Safety in the Community should be taught concurrently.	

PLN NO. 3: Learning to Travel and Move About

Content Area IV: Skills Pertaining to One's Community

Item No. 3: Names Home Street/Road

PREREQUISITE SKILLS

Attending behavior
Receptive language
Expressive language
Visual discrimination & acuity
Visual tracking

RELATED CONTENT ITEMS

Identifies Numerals P. 53
Functional Signs P. 66
Location - Address P. 110
Skills Pertaining to One's Community P. 77-185
Safety in the Community P. 364-373

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Following verbal cue, student identifies home street/road name or number.	Teacher presents card with student's home street/road printed on it. Following verbal cue "Show me street/road", student points to the card. Teacher should explain the physical concept of street/road to the student.	Flashcards with students home street/road printed on them Photographs of actual street signs Paper and pencil
3.) Following verbal cue, student identifies home street from other street names.	Teacher presents card with various street names. Following verbal cue, "Show me street/road", student points to appropriate one. For generalization purposes, teacher should present street/road names on various sized cards with various sized print.	
4.) Upon demonstration of task and verbal cue, student verbalizes home street/road name.	Following verbal cue "What street/road do you live on?", student responds appropriately. Teacher should have students ask each other what street/road they live on.	
5.) Student can identify street/road name on actual sign in neighborhood.	Teacher takes student out to his community, and shows him various street signs. Upon seeing his, student will verbally identify it as such. If possible, teacher should show the student more than one street sign with the name of his street/road on it. (Photographs of actual street signs may be used)	
6.) Student can clearly state name of home street/road, read name on sign, and write name.	Following verbal cue, "What street/road do you live on?", student verbally identifies it. Upon seeing various street signs, student identifies his home street/road. Given a pencil and paper, student can print the street/road name first from a model, and finally from memory.	

PLAN M) 3: Learning to Travel and Move About

Content Area IV: Skills Pertaining to One's Community

Item No. 4: Names Home Address

PREREQUISITE SKILLS - 20-

Attending behavior
Receptive language
Expressive language
Visual discrimination & acuity
Visual tracking

RELATED CONTENT ITEMS

Identifies Numerals P. 53
Functional Signs P. 66
Location - Address P. 110
Skills Pertaining to One's Community P. 27-185
Safety in the Community P. 364-373

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Following verbal cue, student identifies home address.	Teacher presents card with student's home address printed on it. Following verbal cue "Your address is (student's address)". Point to your address", student points to his address. Teacher should explain the concept that each house on student's street has a different number for identification purposes.	Flashcards containing addresses of students Individual identification cards
3.) Following verbal cue, student identifies home address from others.	Teacher presents cards with various addresses. Following verbal cue "Show me your address", student points to appropriate one. Teacher can print out the addresses of each student on flashcards, having each student pick out his own address.	
4.) Upon demonstration of task, student verbalizes home address.	Teacher verbalizes student's home address. While displaying printed card, following teacher's demonstration, student verbalizes it properly. Students can construct bulletin board w/ a theme of "Our address". Paper houses with their addresses can be made and displayed.	
5.) Student verbalizes home address from visual cue.	Teacher presents card with student's address printed on it. Upon presentation of visual cue, student verbalizes home address without teacher repeating it first. Each student may be given a plastic covered identification card to carry on his person. Student can refer to it if the need arose.	
6.) Following verbal cue, student verbalizes home address.	Following verbal cue "What is your address?", student responds by correctly verbalizing it. Student should have the opportunity to practice giving his full address in a variety of situations. Have classmates and other teachers ask him his home address.	

PLN NO. 3: Learning to Travel and Move About

Content Area IV: Skills Pertaining to One's Community

Item No. 5: Locates End of Block and Around the Block

PREREQUISITE SKILLS

Gross motor
Attending behavior
Expressive & receptive language
Visual discrimination & acuity

RELATED CONTENT ITEMS

Identifies Numerals P. 53
Functional Signs P. 66
Location - Address P. 110
Skills Pertaining to One's Community P. 177-185
Safety in the Community P. 364-373

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student identifies block.	Upon presentation of a scale model of a village (three dimensional), teacher outlines boundary of a block with her finger as student observes. Following verbal cue, "Where is the block?", student responds by similarly tracing outline with finger. Items from PLN #6: Learning to Live Safely, Content Area III should be taught concurrently. Appropriate modifications on this item should be made for the students that live in a rural area.	Playkool Village, No. 310, \$7.00, Milton Bradley Co., Springfield, Mass., 01101 Toy figures
3.) Upon demonstration of task and verbal cue, student identifies block locations.	Upon presentation of a three dimensional scale model of a village, teacher points out "End of block" and "Around the block", as student observes. Following verbal cue "Where is the end of the block?" and "Where is around the block", student responds by pointing to appropriate place. Note: Since "Around the block" is a location that exists in relation to a point, teacher should establish a "Home point" (if we stand here...).	
4.) Following verbal cue, student verbalizes block locations.	On a three dimensional scale model of a village, teacher places various toy figures (man, woman, dog, etc.) at "End of block" and "Around the block". Following verbal cue (i.e., "Where is the dog?"), student responds appropriately (i.e., "Around the block"). Teacher should establish a "Home point" first.	
5.) Upon demonstration of task and verbal cue, student walks to appropriate block locations.	On an actual block that the student is familiar with, teacher establishes a starting point. Following verbal cue, "We are going to the end of the block" or "We are going around the block", teacher accompanies student to appropriate place, pointing out possible landmarks. Upon arrival of location and following teacher's request "Where are we?", student verbally responds with appropriate location.	
6.) Following verbal cue only, student walks to appropriate block locations independently	On an actual block that the student is familiar with, teacher establishes a starting point. Following verbal cue "Go to the end of the block" or "Go around the block", student motorically responds. Someone should be at the above locations to meet the student. Teacher should emphasize that these locations do not require the student to cross any streets.	

PLAN NO 3: Learning to Travel and Move About

Content Area IV: Skills Pertaining to One's Community

Item No. 8: Locates Friend's/Neighbor's Home

PREREQUISITE SKILLS - 83-

Gross motor
Attending behavior
Receptive language
Visual discrimination & acuity

RELATED CONTENT ITEMS

Identifies Numerals P. 53
Functional Signs P. 54
Location - Address P. 1D
Skills Pertaining to One's Community P. 87-186
Safety in the Community P. 364-373

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Locates skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student indicates home of friend verbally or by gesture.	In front of neighbor or friend's home, teacher points to home, verbalizing "This is ____'s home". Following verbal cue "Point to ____'s home," student responds timely.	Presence of neighbor or friend
3.) Following verbal cue, student verbalizes name of friend or neighbor.	In front of neighbor's or friend's home, teacher points to house requesting "Who lives here?". Following verbal cue, student responds appropriately. If possible, neighbor or friend should be present for association purposes.	
4.) Student motorically responds to direction involving friend's home.	In a range of two or three neighboring homes, student walks to door of friend's home, as response to "Go to ____'s home". Appropriate modifications should be made for the students that live on a farm. In a rural area student should be able to locate a friend's home from a neighboring farm or field. If possible, it should be arranged so that friend or neighbor is at home when student arrives so that student will associate the location of the home with the inhabitant.	
5.) Upon demonstration of task and verbal cue, student responds motorically to direction involving friend's home from student's home.	From own home or other location, teacher accompanies student to home of friend's pointing out familiar landmarks and safety precautions to follow along the way. Student should be taken to various points around the community, approaching the home from different directions. Student should also be taken from friend's home back to his own home.	
6.) From anywhere in community, student consistently and independently directs self to homes of neighbors and friends.	From home or other locations around local community, following verbal cue (i.e., "Go to ____'s home"), student walks to door of designated home, independently. Items from PLN NO 6: Learning to Live Safely, Content Area III should be taught concurrently.	

PLAN NO 3: Learning to Travel and Move About

Content Area IV: Skills Pertaining to One's Community

Item No. 4: Uses Doorbell

PREREQUISITE SKILLS

Gross motor, Fine motor
Hand/eye coordination
Imitation behavior
Receptive language
Auditory discrimination & acuity
Visual discrimination

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 4
Opening Doors P. B6

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student will point to doorbell.	Teacher presents picture of door of house (complete with doorbell, mailslot or box, etc.). Following verbal cue "Point to the doorbell", the student points to it. If possible, student should be taken to actual doors to locate doorbells.	Picture of door Actual doors with a variety of doorbells
3.) Student rings doorbell with teacher offering physical and verbal assistance.	At actual door, teacher takes student's finger and pushes doorbell, simultaneously saying "We push doorbell". It should be arranged so that someone will answer doorbell when it rings, offering the student a toy or some food. Note: Teacher should determine beforehand that doorbell is in working order.	
4.) Student rings doorbell with teacher offering verbal assistance only.	At actual door following verbal cue, "Ring the doorbell with your finger", student responds appropriately. The door should be answered only if the bell is sounded correctly by the student.	
5.) Student rings doorbell independently.	Teacher stands a distance away from door observing student as he rings bell. Teacher offers no cues. Again, door should be answered only if the bell is sounded correctly. Student should be invited inside. Teacher should explain procedure to follow if door does not have a bell (use of door knocker, etc.).	
6.) Student independently rings doorbell and follows proper procedure if it is unanswered.	Teacher explains proper procedure to follow if doorbell is unanswered. If door is not answered after approximately five rings, student can knock five times. If door is still unanswered, student should proceed on his way. Situations should be set up where student can independently demonstrate this concept.	

PLN NO 3: Learning to Travel and Move About

Content Area IV: Skills Pertaining to One's Community

Item No. 8: Identifies Local Street/Road Names

PREQUISITE SKILLS -184-
Attending behavior
Receptive language
Expressive language
Visual discrimination & acuity

RELATED CONTENT ITEMS
Identifies Numerals P. 53
Functional Signs P. 66
Location - Address P. 110
Skills Pertaining to One's Community P. 177-185
Safety in the Community P. 364-373

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student identified first set of local street names.	Names of local streets that are important for the student to know should be taught in groups of five. Teacher prints the names of streets on individual 3 x 5 flashcards and presents them to the student one at a time. Following verbal cue "What street/avenue is this?", student responds verbally.	Flashcards with names of local streets
3.) Upon demonstration of task and verbal cue, student identifies second set of local street names.	When student responds correctly to a stimulus of five cards with five street names, a second series of cards can be introduced. Teacher follows same procedure. After student has mastered second set, both sets can be mixed and presented to students in random order. Following verbal cue "Show me Main Street", student responds by pointing to appropriate card.	
4.) Following verbal cue, student identifies street names as written on signs.	Teacher obtains photographs of local street signs to accustom the student to how the signs will appear on the actual street, and follows same procedure outlined in above two levels.	
5.) In actual location, student identifies street signs with assistance.	On actual street, teacher points out where the street signs are located. Following verbal cue, "What does that sign say?", student responds appropriately.	
6.) Student independently identifies actual street signs.	While traveling in local neighborhood, student refers to actual street signs in order to reach destination. Refer to previous items in content area IV, PLN NO 3.	

PLAN NO. 3: Learning to Travel and Move About

Content Area IV: Skills Pertaining to One's Community

Item No. 9: Follows Simple Map Directions

PREREQUISITE SKILLS

Attending behavior
Receptive & expressive language
Gross motor
Hand/eye coordination
Visual tracking
Visual discrimination & acuity

RELATED CONTENT ITEMS

Identifies Numerals P. 53
Functional Signs P. 66
Location - Address P. 130
Transports One's Self Around School and Home P. 165-176
Skills Pertaining to One's Community P. 177-182

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies classrooms represented in teacher built model.	Using cardboard model placed on large sheet of paper (see materials), teacher points out own room with teacher's name on door to student, then points to next room, which student identifies as "Mr. A's". Teacher puts Mr. A's name on door. Then room around corner is pointed out and student identifies it as "Mr. B's", and teacher allows student to put name on.	Cardboard sheets with "doors" representing classrooms cut into them. Sheets are propped up facing each other on sheet of white paper, forming "hallway". Cardboard sheets may be folded vertically to form corner of hallway.
3.) Student identifies classrooms represented on simple map, and is able to add other features onto map with teacher's assistance.	With felt pen, teacher traces "hallway" of model on paper that model is standing on, including where doors are, while student observes. Student then identifies classes indicated by doors on paper, and teacher writes down the classroom teachers' names and draws simple stick drawings representing teachers. Teacher may extend "hallway" on map, and student can help point out things to fill in. Student may wish to draw in features like stairs and fountain. Teacher then walks with student following map and student helps check if map is correct. Other places can be added on the map along the way.	Felt pen Cardboard sheets may be put on floor, and tracing done with chalk
4.) Student identifies features outside school represented on simple map, and is able to add other features onto map with teacher's assistance.	Student observes as teacher draws large map. First, teacher draws school and entrance to school, identifying them verbally for student. Teacher draws on road outside of entrance, filling in one or two major features by road. Teacher asks student to imagine himself walking from school, getting student to "walk" fingers on map. Student then tells teacher what these major features are that he passes, and may ask teacher to include other features.	Teacher-drawn maps Tokens and candy For topographical map, acrylic or "liquitex"
5.) Student follows simple map directions to look for things or places with teacher's assistance.	Teacher plants large tokens (e.g., sheets of paper with teacher's initials) in various places for "treasure hunt" outside school. Student, using simple teacher-drawn maps, looks for tokens which can be exchanged for inexpensive candy. Simple maps to stores nearby can be drawn and student can use maps to look for these places, accompanied by teacher. An additional activity would be for student, with teacher's assistance, to build simple topographical maps, using acrylic or "liquitex".	Sheet or crate bottom for table, water colors, brushes, smocks, rags
6.) Student follows simple map directions to look for things or places by self.	Student can use simple maps to do various things like running errands, looking for bus stops, etc. Student can be asked to draw simple maps to show where certain places are.	

PLAN NO 3: Learning to Travel and Move About

Content Area V: Appropriate Attitudes and Skills for Commuting

Item No. 1: Opening Vehicle Doors from Outside

PREREQUISITE SKILLS -B6-

Gross & fine motor
Receptive language
Imitation behavior
Eye/hand coordination

RELATED CONTENT ITEMS

Opening Doors P. B6
Locking/Unlocking Doors P. 167

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Following teacher's demonstration and verbal cue, student grips handle of vehicle door.	Teacher grips handle on exterior of car door, giving verbal cue "Do this". Teacher takes hand off, and student grips door handle.	Car with door that's not too difficult to open Car key Different vehicles in school parking lot Large boxes, push-cart, tricycle
3.) Following teacher's verbal cue, student opens car door with teacher's physical guidance.	Teacher holds student's hand to handle. Then teacher puts thumb of other hand of student against button on door. Following teacher's verbal cue "Open the door", teacher helps student press down on button. Door is pulled open with other hand, pressure on button is released. If preferred, student may use same hand to grip handle and press button.	
4.) Following teacher's verbal cue, student opens door by self.	Student grips handle by self upon teacher's verbal cue "Open the door", but may at first need help pressing button down. Eventually, student can open door upon verbal cue only.	
5.) Student unlocks and opens door.	Student tries locked door. When he sees it will not open, teacher unlocks door with key and student helps open it. Teacher locks door again, and lets student unlock door with key and open door. Student may practice by trying doors to see if locked. If so, he unlocks and opens them.	
6.) Student opens vehicle doors of all kinds carefully.	Student can open various kinds of vehicles' doors. He may also open door for others. To teach him caution, objects like a few stacked-up boxes, tricycle and a push cart are put by door which student must open carefully. Student also watches out for embankments and high curbs, as well as moving things like bicycles and people.	

PLN NO 3: Learning to Travel and Move About

Content Area V: Appropriate Attitudes and Skills for Commuting

Item No. 2 Entering Vehicle

PREREQUISITE SKILLS

Gross motor
Visual discrimination
Receptive language

RELATED CONTENT ITEMS

Bus Travel Conduct P. 199
School Bus Conduct P. 361
Motor Vehicle Passenger Safety P. 371

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Following teacher's demonstration and upon verbal cue, student enters car with physical guidance.	Teacher gets into car carefully and sits down. Following teacher's verbal cue, "Get in", student is physically guided into car from outside by teacher's assistant, while teacher inside car helps student on seat. Assistant takes care to see that student bends down and does not move suddenly and bump his head.	Car and keys to car door Different cars, including 2-door car
3.) Student enters car by self upon teacher's verbal cue.	Following teacher's verbal cue "Get in", student carefully gets into car. Assistant puts his hand close to student's head in case he bumps his head. Teacher inside car holds out hand to student as he steps in by himself, and only guides student physically to get him to sit down appropriately. Finally, physical guidance is faded out completely.	
4.) Student moves along seat to give others room upon visual and verbal cue.	Teacher sits at other side of car from where student enters. Student gets into car. Student sees assistant bend down to get in, then assistant gives verbal cue "Move in". Student moves in next to teacher with teacher's physical guidance, as assistant gets into car. This is repeated until student moves in to give assistant room without teacher's physical guidance.	
5.) Student moves in along seat to give others room upon visual cue only.	Student moves in when he sees assistant bending down to get in. Teacher helps occasionally when student is not consistent. This sequence can be practiced when teacher is not present in car. For generalization, competent students are used in place of teacher and assistant to practice with.	
6.) Student appropriately gets into car and sits down in all situations.	Student practices getting into other cars. Student also learns not to get in when he sees seat is full, and proceeds to other seat. He should eventually be able to tell this by looking through car window. More capable students may learn to get into back seat of 2-door cars by using lever on front seat to move seat forward and then getting in.	

PLN NO 3: Learning to Travel and Move About

Content Area V: Appropriate Attitudes and Skills for Commuting

Item No. 3: Opening Vehicle Doors and Exits

PREREQUISITE SKILLS -188-

Fine motor
Receptive language
Eye/hand coordination
Imitation behavior

RELATED CONTENT ITEMS

Opening Doors P. 166
Locking/Unlocking Doors P. 167

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Following teacher's verbal cue, teacher and assistant help student to open vehicle door and exit from car.	Student sits by door of car with teacher seated next to him. Following teacher's cue "Let's get out", teacher holds one of student's hands around door handle and other hand of student against door. With teacher's physical guidance, handle is pulled and door pushed open slowly. Teacher's assistant outside helps lead/lift student out of car.	Car with simple to open doors Other vehicles in school parking lot
3.) Following teacher's verbal cue, teacher helps student open door and student exits by self.	Teacher still helps student open door, but student gets out by self, with assistant nearby to help in case student falls.	Push cart, tricycle
4.) Following teacher's verbal cue, student opens door and exits by self.	Emphasis is placed on opening door slowly. If necessary, assistant places hands against outside of door, slowing it down when student opens it.	
5.) Following teacher's verbal cue, student unlocks door, opens it and exits from vehicle.	Student performs sequence after teacher demonstration. Teacher locks door sometimes in further practices. If door will not open upon pulling handle, student unlocks locking button before pulling handle again. Student practices on different kinds of locking mechanisms and handles.	
6.) Student is able to exit by self carefully from all vehicles.	Student shows caution before opening doors. He checks to see if any stationary or moving objects are around before opening door (e.g., people, especially cars and bikes). Student should never open door on street side of parked vehicle or in moving vehicle. Objects like push-carts and tricycles can be placed outside door to help student practice care in opening doors.	

PLN NO 3: Learning to Travel and Move About

Content Area V: Appropriate Attitudes and Skills for Commuting

Item No. 4: Closing and Locking Vehicle Doors

PREREQUISITE SKILLS

Fine motor
Receptive language
Eye/hand coordination
Imitation behavior

RELATED CONTENT ITEMS

Shutting Doors P. 85
Locking/Unlocking Doors P. 167

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Teacher physically guides student in closing and locking vehicle door from inside.	Teacher and student enter car. Teacher holds student's hand around door handle and tells student importance of seeing that nothing is in way of door, and importance of closing door gently. Door is then pulled shut, and teacher helps student push button down to lock.	Car with doors and locking mechanisms which are reasonably easy to handle Car keys Other vehicles on school parking lot
3.) Student closes and locks vehicle door from inside following teacher's verbal cue.	Teacher sits inside car or stands outside door, with hand holding door in case student does not perform task correctly. Teacher then gives verbal cue "Close the door", and student does so carefully. Then teacher gives verbal cue "Lock the door", and student presses locking button down. Student learns to test door to see if properly locked.	
4.) Teacher physically guides student in closing and locking vehicle door from outside.	While verbally giving instructions, teacher holds student's hand, pressing down on locking button of open door. Holding one of student's hands to handle from outside, and other hand of student pressed against opening button on outside, teacher helps student shut door from outside.	
5.) Student closes and locks vehicle door from outside following teacher's verbal cue.	Teacher holds car door to ensure safety and gives verbal cue "Lock the door", and student presses locking button; teacher gives verbal cue "Close the door" and student closes it appropriately. Student learns to test door to see if properly locked. Student may also be taught to lock car door with key where appropriate.	
6.) Student closes and locks vehicle doors appropriately in all situations.	Student performs task appropriately when entering into or exiting from vehicles of all kinds. Student also shows he can lock door for others, and reminds that others lock vehicle doors. This helps develop sense of responsibility. Teacher can test student by "forgetting" on purpose to lock door, and student reminds teacher or locks door for teacher.	

PLN NO. 3: Learning to Travel and Move About

Content Area V: Appropriate Attitudes and Skills for Commuting

Item No. 5: Opening and Closing Vehicle Windows

PREREQUISITE SKILLS -190-

Fine motor
Expressive & receptive language
Visual discrimination
Eye/hand coordination
Imitation behavior

RELATED CONTENT ITEMS

Bus Travel Conduct P. 199
School Bus Conduct P. 361
Unprotected Windows P. 348
Motor Vehicle Passenger Safety P. 371

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can identify when vehicle window is open or closed.	Upon a demonstration of the task and verbal cue, "Point to the open window/closed window", student can do so appropriately. Student is brought to a four door car (two windows are visible from one vantage point). Front window is open, back window is closed. This is then reversed.	Car with windows which are relatively easy to roll up or down.
3.) Teacher physically helps student open and close vehicle window upon teacher's verbal cue.	Teacher gives student verbal cue "Open the window", and holding appropriate hand of student on handle of window, teacher rolls window down. They stop when student can feel resistance against rolling any further. Giving verbal cue "Close the window", teacher similarly helps student roll up window.	
4.) Student opens and closes vehicle window by self upon teacher's verbal cues.	Upon verbal cue "Open the window" and "Close the window", student does so without forcing window beyond limit it will open or close.	
5.) Student opens and closes vehicle windows of various types with teacher's assistance if necessary.	Student practices on other types of vehicle windows (e.g., triangular windows, snap-close windows) with, if necessary, teacher's physical guidance or verbal cues.	
6.) Student opens and closes vehicle windows of various types by self where appropriate.	Student opens and closes windows for others. Student can also teach other students to open and close windows. Student closes window when leaving vehicle. If capable enough, student may also be taught to ask others in car if they wish to have windows rolled up or down.	

PLN NO. 3: Learning to Travel and Move About

Content Area V: Appropriate Attitudes and Skills for Commuting

Item No. 6: Desires from Touching Door Handles While in Motion

PREREQUISITE SKILLS

Gross motor
Receptive & expressive language
Visual discrimination
Imitation behavior

RELATED CONTENT ITEMS

Opening Doors P. 166
Locking/Unlocking Doors P. 167
Bus Travel Conduct P. 199
School Bus Conduct P. 361
Motor Vehicle Passenger Safety P. 371

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2) Upon demonstration of task and verbal cue, student identifies door handles of vehicle.	This task should be done in an actual car, preferable the one the student is most familiar with. Sitting inside the car, the teacher points to the door handle verbalizing "This is the door handle". Student is then asked to identify the door handle.	Accessibility to a car
3) Upon demonstration of task and verbal cue, student identifies car as moving/stopped.	Teacher and student are in car. Following a demonstration of the task, teacher identifies to student when the car is in motion and when it is not. Student can verbally discriminate the difference.	
4) Upon demonstration of task and verbal cue, student identifies when door can be opened and when it cannot.	Teacher and student are in car. As car is moving towards a destination, teacher informs the student that the door should not be touched. Teacher asks student "Can the door be opened?". Student replies negatively.	
5) Upon demonstration of the task when vehicle has stopped, student asks driver if door can be opened.	Following a demonstration of the task, utilizing another student as a model if possible, student asks if door can be opened. Student waits until he is told that door can be opened. Student follows the directions of the driver.	
6) Independently, student avoids playing near doors when car is in motion and requests permission or waits to be told when door can be opened.	Teacher tells students that they should not touch door of car while it is in motion. Student avoids door as car is moving, and is praised for doing so. When car stops, students ask if door can be opened. Following permission, student is able to open door.	

PLN NO 3: Learning to Travel and Move About

Content Area V: Appropriate Attitudes and Skills for Commuting

Item No. 7: Being Seated Appropriately: Avoiding Pushing or Shouting

PREREQUISITE SKILLS -B2-

Fine motor
Visual discrimination
Receptive & expressive language
Imitation behavior

RELATED CONTENT ITEMS

Seat Belts P. 193
Bus Travel Conduct P. 199
School Bus Conduct P. 361
Motor Vehicle Passenger Safety P. 371

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's verbal cue, students indicate verbally if behavior shown is correct or not.	Teacher picks behaviors that students should show or avoid while travelling in car. Teacher discusses with students reasons for being properly seated in car and to avoid shouting or pushing. Teacher shows pictures of "Patty" and "John" (see materials) and, upon teacher's verbal cue "Is John/Patty behaving correctly?", students reply "Yes" or "No" as appropriate.	Pictures of "Patty" and "John" in which either or both children are sitting quietly, shouting or pushing Sofas, chairs, or other suitable furniture
3.) Students sit correctly in role-playing situation.	In role-playing "Taxi" game, students act as passengers and cabbie, using furniture for vehicle (e.g., chairs, sofas). Passengers pay cabbie for "ride" with play money or, if teacher prefers, tokens which can be exchanged for tangible reinforcers like penny candy. Students behaving correctly get turns as cabbie.	Film: "Safety on our School Bus", 11 min., BAVI, UW-Madison Film: "Safety on the School Bus", 10 min., BAVI, UW-Madison
4.) Students sit correctly in vehicle in teacher's presence and with verbal reminders.	Students show correct behavior when riding in car with teacher, with teacher giving verbal reminders when necessary. Teacher praises students for sitting correctly. Teacher may wish to clarify at this stage that talking without being noisy is all right.	
5.) Students sit correctly in vehicle with verbal reminders only.	Teacher reminds students not to push or shout before students go for trip or ride without teacher. Later, teacher asks students if they behaved correctly, checking with driver also to make sure.	
6.) Students sit correctly without shouting or pushing in all vehicles by selves.	Students show they can sit correctly on bus without reminders. Other related behaviors may be similarly taught (e.g., extending hand or head out of window, climbing on seat). It is suggested that attention be brought to only a few behaviors at a time to prevent confusing students. Capable students may be given responsibility to look after other students, reminding them of correct behavior.	

PLN NO 3: Learning to Travel and Move About

Content Area V: Appropriate Attitudes and Skills for Commuting

Item No. 3: Fastening/Unfastening Seat Belts

PREREQUISITE SKILLS

Fine motor
Visual discrimination
Receptive language
Imitation behavior

RELATED CONTENT ITEMS

Unbuckling P. 288
Buckling P. 289
Motor Vehicle Passenger Safety P. 371

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Holding student's hands on straps, teacher fastens seat belt on student.	Teacher discusses with student use of seat belt with demonstration pictures. With student seated and grasping one strap of belt in each hand, teacher, holding student's hands, fastens student's seat belt, getting student to note "click" of catch.	Pictures of: a) Person without seat belt falling against front of car b) Person using seat belt not falling, in minor accident
3.) Student fastens seat belt by self upon teacher's verbal cue.	Upon teacher's cue "Fasten your seat belt", student does so, noting "click" of catch. Student also learns to test to see if belt is fastened by pulling on it.	Car with seat belt which is easy to use
4.) Holding student's hands on seat belt, teacher tightens student's seat belt and checks if tight enough by leaning student forward.	Teacher helps student pull belt till tight enough. With teacher's physical guidance, student leans forward. If student's head does not reach any part of front of car, belt is tight enough.	Cars with various seat belts and shoulder harnesses
5.) Student tightens seat belt correctly by self upon teacher's verbal cue.	Upon teacher's cue "Tighten your seat belt", student performs above sequence correctly. Teacher may wish to check that seat belt is not too tight.	
6.) Student fastens and unfastens seat belts/shoulder harnesses appropriately when entering and exiting from vehicle.	Student shows he can press down on seat belt button to unfasten belt. Student practices on other seat belts and shoulder harnesses in other cars and fastens/unfastens seat belts appropriately when riding in vehicles. Student may also be taught responsibility of reminding and teaching others to use their seat belts.	

PLN NO 3: Learning to Move and Travel About

Content Area VI: Using Public Transportation

Item No. 1: Preparing for Bus on Time

PREREQUISITE SKILLS -194-

Gross & fine motor
Attending behavior
Receptive & expressive language
Imitation behavior
Ability to tell time
Visual discrimination

RELATED CONTENT ITEMS

Punctuality P. 125
Skills for Dressing Oneself P. 271-307
Learning to Tell Time P. 427-432

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Parent tells student particular time for each task to perform in getting ready and physically and verbally helps student get ready in time.	It is assumed that bus comes at regular time. As an example, school bus arrives at 8 a.m. and student should leave for bus stop nearby at 7:50. Student starts getting dressed at 7:30, and gets things together at 7:40. Clock is located in conspicuous position. Parent (or guardian) points to clock and tells student it is 7:30, time to get dressed, and helps student dress in time; at 7:40 and 7:50 parent similarly gives verbal cues and physical guidance, helping student to get things together and seeing him off at door.	Large clock(s) placed in conspicuous location(s)
3.) Upon parent's verbal cue, student indicates if it is time to perform each task to get ready and gets ready for bus in time with physical guidance.	When parent asks student "Is it time to (1) get dressed, (2) get your things together, (3) to leave?", student answers correctly after looking at clock. Parent still gives physical guidance. Student should also realize that it is all right to be early.	
4.) Student realizes particular time for each task by self and gets ready for bus on time with physical guidance.	Student verbally indicates time for each activity. Parent still helps him perform tasks with sufficient speed.	
5.) Student gets ready for bus in time with only verbal reminders from parents.	Parent allows student to perform parts of tasks by self, if he seems fast enough, verbally reminding him to speed up when necessary, but no rushing student till he feels anxious. Eventually, student does not need physical guidance.	
6.) Student gets ready for bus in time by self.	An alternative which provides buffer time would be to put breakfast as final activity before leaving house. If student does not get ready in time, breakfast (or a part of it) may be sacrificed for punctuality. This assumes that breakfast is reinforcing.	

PLN NO 3: Learning to Travel and Move About

Content Area VI: Using Public Transportation

Item No. 2: Locates Appropriate Bus Stop

PREREQUISITE SKILLS

Gross motor
Attending behavior
Receptive language
Visual discrimination & acuity
Imitation behavior

RELATED CONTENT ITEMS

Functional Signs P. 66
Skills Pertaining to One's Community P. 177-185
Safety in the Community P. 364-373

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies bus stop sign.	Teacher displays a variety of safety, street and information signs around the classroom. Upon demonstration of task and verbal cue "Point to the bus stop", student responds by pointing to appropriate sign. While displaying a "Bus stop" sign, teacher leads a discussion concerning the meaning and location of it.	Functional Signs, DLM Cat No. 190, \$7.50 Facsimile of Bus Stop Sign Actual photographs or video tapes of bus stops students will be utilizing
3.) Upon demonstration of task and verbal cue, student identifies bus stop on street.	Teacher accompanies student on walk down street. Upon demonstration of task and verbal cue "Point to the bus stop", student responds by pointing to it. Teacher should choose one specific bus stop at a time for student to identify.	
4.) Following verbal cue only, student identifies bus stop on street from a half block distance.	Teacher takes student to street where designated bus stop is located. From a distance of approximately one half block, the teacher requests that student "Go to bus stop". Teacher remains stationary while student advances to bus stop. Teacher should point out various landmarks for the student to look for in the proximity of the bus stop sign.	
5.) Following verbal cue only, student identifies bus stop on street from one block distance.	Student is taken up the block (in either direction) to a point where bus stop sign is no longer visible. Following verbal cue "Go to the bus stop", student walks to stop, independently. Student is gradually taken further and further from bus stop. If he fails to find his way to stop from a point, go back to the next nearest location that he was able to.	
6.) Student independently and consistently locates bus stop from starting point.	From starting point (student's home or school), student proceeds to bus stop independently. Items from PLN NO 6: Learning to Live Safely, Content Area III should be taught concurrently.	

PLN NO. 3: Learning to Travel and Move About

Content Area VI: Using Public Transportation

Item No. 3: Identifies Appropriate Bus

PREREQUISITE SKILLS -196-

Gross motor
Attending behavior
Receptive language
Visual discrimination & acuity
Imitation behavior

RELATED CONTENT ITEMS

Functional Signs P. 66
Locates Bus Stop P. 195

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student identifies a public bus.	Teacher presents pictures of various vehicles (school bus, car, public bus, truck etc.). Upon demonstration of task and verbal cue "Point to the public/city bus", student responds by pointing to appropriate one. Teacher may wish to discuss with students some of the general differences between a public and school bus.	Pictures of motor vehicles (Peabody Kit, Level 1) Index card with name of bus
3.) Upon demonstration of task and verbal cue, student identifies appropriate bus.	Teacher accompanies student to proper bus stop. Upon arrival of appropriate bus, teacher points to it, verbalizing "This is your bus, point to it." Student responds by pointing to it. Teacher should familiarize student with any distinguishing characteristics of particular bus (route names, numbers or letters).	
4.) Student identifies appropriate bus with visual and verbal cue.	At proper bus stop, student is presented with index card with name or number of bus printed on it. Upon arrival of bus with same name or number, teacher says "This is your bus. Look at your card. Look at the bus. They have the same (name/number). Point to it." Student responds by pointing to bus (sign/number).	
5.) Student identifies appropriate bus with visual cue.	At proper bus stop, student is presented with index card with name or number of bus printed on it. Upon arrival of bus with same name or number, student identifies it by pointing. Teacher is present but offers no verbal cues.	
6.) Student independently and consistently identifies appropriate bus.	At proper bus stop, student waits for bus. Upon arrival of appropriate bus, student points to it. Teacher stands a distance away, offering no verbal or physical cues. Teacher should arrange it so at least two buses arrive prior to appropriate one, giving the student an opportunity to discriminate between various buses.	

PLAN NO. 3: Learning to Travel and Move About

Content Area VI: Using Public Transportation

Item No. 4: Consulting Schedule for Departure/Arrival Times

PREREQUISITE SKILLS

Gross motor
Attending behavior
Visual discrimination, acuity & tracking
Imitation behavior
Ability to tell time
Receptive & expressive language

RELATED CONTENT ITEMS

Functional Reading Skill P. 63-67
Skills Pertaining to One's Community P. 177-185
Learning to Tell Time P. 427-432

Receptive & expressive language								
SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES								
EQUIPMENT & MATERIALS								
DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS						
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.								
2.) When student is given departure time at one stop, student verbally or physically indicates arrival time at other stop.	Teacher writes on blackboard the names of two stops, taken from bus schedule, as well as some of the times bus reaches these stops, e. g., <table><tr><td>Ellis Park</td><td>Downtown Mall</td></tr><tr><td>2:00 p. m.</td><td>2:30 p. m.</td></tr><tr><td>2:20 p. m.</td><td>2:50 p. m.</td></tr></table> Teacher may draw bus between times. Teacher explains to student how schedule on blackboard works. Given departure time, student will verbally or physically indicate arrival time upon request.	Ellis Park	Downtown Mall	2:00 p. m.	2:30 p. m.	2:20 p. m.	2:50 p. m.	Local bus schedules Chalk and chalkboard
Ellis Park	Downtown Mall							
2:00 p. m.	2:30 p. m.							
2:20 p. m.	2:50 p. m.							
3.) When student is given time (on above simplified chart) he should reach other stop, student verbally or physically indicates departure time from first stop.	Teacher asks "I wish to arrive at the Downtown Mall at 2:30/2:50; at what time should I leave Ellis Park?" Student replies appropriately by saying time or pointing to it.							
4.) When student is given time (on bus schedule) he should reach other stop, student verbally or physically indicates departure time from first stop.	Teacher presents actual bus schedule so that only "Ellis Park" and "Downtown Mall" are exposed to student. Teacher points to times given under "Ellis Park" and "Downtown Mall" on schedule. Teacher questions student as in above item and student answers accordingly.							
5.) Student selects departure time on complex schedule (more than two stops) upon teacher's verbal cue.	Teacher uses whole schedule. Teacher may give student arrival time at any given point, and student is asked when one should leave another given point. Student marks correct time with pencil. Student may use ruler and pencil to help him avoid getting mixed up with other times. Teacher takes student on bus at time student has selected, and see if actual times match selected times.							
6.) Student independently selects times from bus schedule.	Teacher may have someone in car follow student when student first takes bus.							

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PLN NO 3: Learning to Travel and Move About

Content Area VI: Using Public Transportation

Item No.5: Counts Out and Presents Bus Fare or Equivalent

PREREQUISITE SKILLS -198-
Gross & fine motor
Visual discrimination & acuity
Visual tracking
Ability to count money
Receptive language
Attending behavior

RELATED CONTENT ITEMS
Asks Questions P. 34
Functional Signs P. 66
Uses Bus Driver as Source of Information
P. 200
Using Money P. 419-426

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies appropriate fare or equivalent.	Teacher presents an index card with proper amount of fare printed on it. Following verbal cue "How much is the bus fare?", student responds by verbally reading card. If bus requires a bus pass, transfer, ticket, etc., teacher presents a number of other tickets and cards (laundry, store coupons, etc. along with bus pass. Following verbal cue "Show me the bus pass", student points to appropriate one.	Index cards Bus pass, tickets, cards, etc.
3.) Student counts out appropriate fare following verbal cue only.	Teacher presents student with a set of coins and an index card with fare. Following verbal cue "Count out this amount", student responds by counting out appropriate amount.	
4.) Student counts out and presents appropriate fare with verbal assistance.	On an actual bus, student counts out and presents fare or bus pass to bus driver. Following verbal cue "Give the fare/pass to the driver", student responds by doing so. Role Playing: A mock-up bus can be set up in classroom. One student is chosen as the driver. Students line up and present proper fare/pass to driver.	
5.) Student independently counts out and presents appropriate fare with supervision.	Teacher accompanies student to bus and observes as student presents bus driver with proper fare/pass at appropriate time. No verbal cue is offered.	
6.) Student independently counts out and presents appropriate fare with no supervision.	Student independently boards bus, counts out fare and presents it to bus driver. Teacher is not present.	

PLN NO 3: Learning to Travel and Move About

Content Area VI: Using Public Transportation

Item No. 6: Follows Appropriate Bus Travel Conduct

PREREQUISITE SKILLS

Gross motor
Attending & Imitation behavior
Sitting balance
Expressive & receptive language
Visual discrimination & acuity

RELATED CONTENT ITEMS
Responds Appropriately to Signal System P. 16*
School Bus Conduct P. 361
Motor Vehicle Passenger Safety P. 371

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student boards bus appropriately.	Following verbal request "Get on the bus", student will enter appropriate bus by grasping side handles and walking, not running, onto the bus. Teacher may ask the students to verbally list various similarities and differences between a public and school bus. (Refer to PLN #6, Content Area II, Item 6: School Bus Conduct) (Refer to previous item pertaining to bus fare)	Film City Bus Driver, #5601 (color, 11 min.) Bavi, UW-Madison Safety on a School Bus. #1902 (16 mm., color, 11 min.) Bavi, UW-Madison Buzzer for bus simulation
3.) Upon demonstration of task and verbal cue, student shall choose a seat and remain in it, until destination.	Following teacher demonstration and verbal cue "Go to your seat", student shall walk to the nearest empty seat and sit down. Student shall remain seated until he is told differently by the teacher. Teacher should also discuss with student the proper procedure to follow if there is no seat available.	
4.) Upon demonstration of task and verbal cue, student will signal for appropriate stop.	Teacher accompanies student onto bus. On approaching destination, teacher should point out various location cues to remind the student when it is time to ring the buzzer or pull the cord signalling appropriate stop. Teacher demonstrates proper method of signalling for stop.	
5.) Upon demonstration of task and verbal cue, student will depart from bus at proper destination.	Following demonstration and verbal cue, "Let's get off the bus", student rises from his seat, walks to front of bus, and down bus steps. Role Playing: Mock up bus is set up in classroom. Students act out proper bus conduct. Teacher may wish to construct buzzer for students to practice signalling on.	
6.) Student will independently utilize a public bus without supervision.	At designated bus stop, student boards bus, rings signals for stop, and departs from bus at transfer point without direct accompaniment. Initially, to insure that the student does not get lost, a volunteer aide who the student is familiar with can "tail" him, being careful to remain out of sight.	

PLN NO. 3: Learning to Travel and Move About

Content Area VI: Using Public Transportation

Item No. 7: Uses Bus Driver as Source of Information

PREREQUISITE SKILLS

Expressive Language
Receptive Language
Attending behavior
Gross motor

RELATED CONTENT ITEMS

Asks Questions P. 34
Functional Signs P. 66
Seeking Assistance of Teacher P. 256
Seeks Help when Needed P. 391

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student will identify bus driver as source of information.	While enroute on a city bus, following demonstration of task and verbal cue "If we need help on the bus, who can we ask?", student responds by pointing to bus driver. Teacher should discuss with class types of situations that may arise where the aid of a bus driver is needed.	Flashboards with printed destinations
3.) Student observes others asking bus driver for aid in determining route.	While enroute on a city bus, teacher verbalizes to the student "We want to go to the Strand Theatre, but I don't know when to get off the bus. Who can we ask for help?". Student responds by verbally identifying bus driver. Student accompanies teacher to bus driver and listens as teacher requests information from driver. Teacher requests that student repeat the information.	
4.) Following verbal cue, student seeks information from bus driver.	While enroute on a city bus, teacher verbalizes to student "We want to go to the Strand Theatre, but we don't know when to get off the bus. Who can help us?" Student identifies driver as source. Following verbal cue "Go ask the bus driver when to get off for the Strand Theatre", student steps up to driver and goes so, returning to teacher.	
5.) With supervision, student seeks aid from bus driver when needed.	Before entering bus, teacher gives student a destination along bus route "Go to the Strand Theatre". Teacher accompanies student on bus, but gives no further directions verbal or otherwise. It is left up to the student to obtain information if needed. If correct stop is passed, teacher should so indicate to the student.	
6.) Student independently seeks aid from bus driver when needed.	At a designated bus stop, student is given information (either verbally or written) concerning his stop. Teacher does not accompany student onto bus. However, to insure that the student does not get lost, a volunteer can "tail" him from a distance. Teacher gives student a destination he is not familiar with, so that he must seek aid.	

PLN NO. 3: Learning to Travel and Move About

Content Area VI: Using Public Transportation

Item No. 3: Obtains Taxi by Telephone or Hand Signal

PREREQUISITE SKILLS

Gross motor
Attending & imitation behavior
Ability to utilize telephone
Expressive & receptive language
Visual discrimination & acuity

RELATED CONTENT ITEMS
Communication Skills P. 74-75
Telephone Skills P. 106-109
Uses Driver as Source of Information P. 200

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student identifies taxi.	Teacher presents pictures of various vehicles (taxi, car, school bus, truck, etc.). Upon demonstration of task and verbal cue "Point to the taxi cab," student responds by pointing to appropriate one. Teacher should discuss the purpose of taxis and how they differ from public buses.	Pictures of various motor vehicles, including one of local taxi (proper color is important)
3.) Student identifies proper procedure to obtain taxi.	Following verbal cue "If we are at home or inside a building and want a taxi, how can we get one?", student responds "By telephone". Following verbal cue "If we are near a busy street and want a taxi, how can we get one?", student responds "By waving one down". Teacher should discuss with student under what conditions each procedure is appropriate.	
4.) Upon demonstration of task and verbal cue, student demonstrates both procedures.	Proper use of the telephone is a prerequisite for this task. Teacher presents student with telephone number of taxi service. Following demonstration and verbal cue "Call the taxi", student responds by dialing the appropriate number. On a busy street, teacher demonstrates proper method of obtaining a taxi. Following verbal cue "Get a taxi", student responds motorically by standing on the curb and waving his arm.	
5.) Upon demonstration of task and verbal cue, student verbalizes destination to the taxi driver.	Following demonstration of task and verbal cue "Tell him where you are now", student relays that information over phone. Following verbal cue "Tell him where you want to go", student does so. Upon actual arrival of taxi, student relays destination again following verbal cue "Where do you want to go?". After student has waved taxi down, verbal cue "Where do you want to go" is given. Student responds appropriately. Students can role-play taxi and passenger in the classroom and over the phone.	
6.) Student independently obtains a taxi by telephone and/or hand signal.	At home or school, student is given destination. Without any verbal assistance, student calls taxi on phone, relays the proper information and waits for it. Upon arrival student enters taxi and tells driver his destination. (Either verbally or with a printed card.) On a busy street, where taxis are available, student is given destination. Without any further assistance, student stands on curb and waves a taxi down. Inside taxi, student relays destination to the driver, and travels there unaccompanied.	

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PLN NO 3: Learning to Travel and Move About

Content Area VII: Using Transportation Outside Local Area

Item No. 1: Staying with Group in Crowded Place

PREREQUISITE SKILLS -202-

Gross motor
Receptive & expressive language
Attending behavior
Visual discrimination & acuity
Imitation behavior

RELATED CONTENT ITEMS
Seeking Assistance of Teacher P. 356
Hallway and Stairs Conduct P. 357
Safety in the Community P. 364-373

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Students stay with group in crowded place with verbal and physical assistance.	This may be practiced in school when there are many other students around (e.g., during lunch break, teacher may lead group in picking up litter in school grounds). Students may have competent students hold their hands to keep them with group. Verbal reminders are given to stay with group. A group with a majority of more capable students to provide modelling is preferred.	First sequence of pictures shows two students with group in crowd, then wandering off, then shouting or crying when they cannot find group. Second series of pictures show the two students with group and smiling with teacher as group boards bus.
3.) Following teacher's verbal cue, students verbally indicate why they should stay with group in crowded place.	Teacher shows to students pictures depicting "right" and "wrong" things to do (see materials), discussing why students should stick closely to group. When teacher asks students "Why should you stay with the group?", students verbally respond, in effect, that it is in order not to get lost.	
4.) Students stay with group in crowded place when teacher gives them verbal reminders to stay with group.	When students go with group, teacher asks them "Do you remember what you should do?" and students reply that they should stay with group.	
5.) Students stay with group in crowded place when teacher gives entire group instructions to stay together.	Teacher reminds entire group occasionally that everyone should stay together. Teacher watches students to make sure they do that. Students are also told that if they wish to leave group, for example to go to restroom or buy some candy, they should get permission first.	
6.) Students stay with group in any crowded place.	Students stay with group without reminders. Students should also know what to do if they do get lost. For example, they may carry notes with them which indicate the group he should be with and where and when they are going. When capable enough, students can help group leader in seeing that no one wanders off.	

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PLAN NO. 3: Learning to Travel and Move About

Content Area VII: Using Transportation Outside Local Area

Item No. 2: Proceeding to Departure Area for Transportation
E. g., Bus

PREREQUISITE SKILLS

Gross motor
Attending and imitation behavior
Receptive and expressive language
Visual discrimination & acuity
Ability to read numbers

RELATED CONTENT ITEMS

Role Playing P. 103
Uses Bus Driver as Source of Information
P. 200
Asking for Information in Station P. 205

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) In role-playing situation, students proceed to departure area, have tickets checked and go to bus with physical and verbal assistance.	Teacher discusses with students procedure in which passengers proceed to departure areas before boarding bus. Teacher sets up partitions to form doorway with sign indicating it is departure gate. Competent students role-play passengers and ticket collector. Teacher announces departure of bus, and students line up at gate, have tickets checked and proceed to "bus" made of chairs. Less competent students follow others with physical and verbal assistance of teacher.	Used bus tickets Partitions for gates Signs for gates
3.) In role-playing situation, students perform above sequence by selves.	When less competent students are able to do the above, competent students who acted as models let them do this by selves. Teacher may also stay out of sight when announcing departure of bus.	
4.) In role-playing situation, students decide on which departure gate to go to, proceed there, have tickets checked and go to bus.	Teacher explains to students that often different destinations require different departure gates. Teacher sets up a few "departure gates" using partitions with numbers over them. Students are told their destination and gate number. Students proceed to respective gates. Teacher brings students to bus station and shows them what goes on in departure area.	
5.) Students do above in real-life situation accompanied by competent companions.	Assistance is given only when needed or asked for. Teacher points out departure area, especially departure gates, and discusses with students why it is sometimes a good idea to wait at departure gate if route is popular.	
6.) Student does above unaccompanied.	The route should be familiar to student before he attempts this by self. Student carries phone numbers and addresses of people/agencies to call in case of trouble. Student should be able to seek help from others and from information counter. Procedure for this item may be modified according to mode of transportation student normally uses.	

PLN NO 3: Learning to Travel and Move About

Content Area VII: Using Transportation Outside Local Area

Item No.3: Remembering Destination and Getting Off

PREREQUISITE SKILLS -204-

Gross motor
Receptive & expressive language
Imitation behavior
Visual discrimination & acuity

RELATED CONTENT ITEMS

Responds Appropriately to Signal System P. 168
Consulting Schedule P. 197
Follows Appropriate Bus Travel Conduct P. 199
Uses Bus Driver as Source of Information
P. 200

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Following teacher's verbal cue, students verbally indicate if character in story has unboarded at correct destination.	Teacher makes up story of pictures which teacher tells students: "Gary" is supposed to go to grandma's in Madison from Milwaukee. On way, he gets off when Waukesha is announced, and gets lost. Authorities put him on bus, but same mistake is repeated at Johnson Creek. Teacher asks students "Should Gary get off here?" and students reply "No". This may be repeated for other stops, e.g., Lake Mills, until students reply "Yes" for correct place.	Simple pictures for story of "Gary" Chairs or sofas for "bus"
3.) Following teacher's verbal cue, students verbally respond giving correct assigned destinations.	Teacher gives each student different destination. Teacher then calls each student by name, asking "Where are you going?", upon which student replies correctly. Easier and familiar names may be given at first, more difficult ones later. At a later time, teacher repeats question to test memory retention over time.	
4.) In role-playing situation, students unboard when destinations are reached.	Teacher sets up "bus" with chairs or sofas. Students are given different destinations. When destinations are announced during trip, students get off correctly.	
5.) On actual trip with adult, each student physically or verbally indicates he knows that destination has been reached.	Any competent person may accompany student on trip. On arrival at destination, student gets up to leave or informs travelling companion of arrival. No reminders are given unless student makes error.	
6.) Students independently know when to get off and what to do in case of error.	Teacher may discuss with students what they should do if they miss destinations. Each student may carry note indicating destination, relevant addresses and phone numbers, etc. that may be used in case of problems. Students should check with information counter with help of note.	

PLAN NO. 3: Learning to Travel and Move About

Content Area VII: Using Transportation Outside Local Area

Item No. 4: Asking for Information in Station

RELATED CONTENT ITEMS

Asks Questions P. 34
Functional Signs P. 66
Role Playing P. 105
Identifies Bus Stop P. 185
Identifies Bus P. 186
Uses Bus Driver as Source of Information P. 200

PREREQUISITE SKILLS

Gross motor
Receptive & expressive language
Visual discrimination & acuity
Ability to line up
Ability to read sight words: "Tickets", etc.

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Following teacher's verbal cue, students verbally indicate where they go to get information.	Teacher discusses with students what to do when they need information at the station--go to the information or ticket counter. When teacher asks "What should you do when you want to check where the bus leaves from/when the bus leaves?", students reply, in effect, that they should go to the information or ticket counter.	Table for information booth "Information" sign
3.) In role-playing situation in classroom, students ask for information and show they remember information received.	"Information counter" is set up with appropriate sign. Teacher sits behind counter, and more advanced student used as model for others, comes up to ask for time a certain bus leaves. Teacher gives time, student thanks teacher and leaves counter. Other students are given specific things to ask (e.g., for bus schedules and fares), and students come up to get information. Teacher later asks them about information they got, and awards points for correct information.	
4.) Teacher and students locate information/ticket counter at local station, ask for information, and show they remember information received in role-playing situation.	Teacher arranges with relevant authority to visit station at slower times of day so that station people understand and are cooperative with group's efforts. Teacher and students go to local station and look for information counter together. With teacher's verbal assistance if needed, students ask for information. Points again may be given.	
5.) In presence of competent adult, students locate information/ticket counter at local station, ask for information, and show they remember it, in real-life situation.	Teacher or other competent adult accompanies students on trip. If other adults accompany students, teacher explains what students are supposed to know how to do, and to allow students to ask for information while adults observe. At station, students follow correct procedure. Teacher or other adults ask them information they obtained to check if they remember.	
6.) Students locate information/ticket counter at station and ask for information correctly and remembers information by self.	Students can be told to ask for help in locating information/ticket counter. If preferable, each student may have note with him which indicates destination, and counter clerk can help by writing down times for departure and arrival and any other necessary information. Students should go there when lost or do not know what to do.	

PLAN NO 3: Learning to Travel and Move About

Content Area VIII: Using Transportation Outside Local Area

Item No. 3: Buying Tickets and Making Reservations

PREREQUISITE SKILLS -206-
Gross & fine motor
Receptive & expressive language
Visual discrimination & acuity
Imitation behavior, Ability to count
Ability to handle money--pay, get change
Ability to understand simple diagrams (seating plan)

RELATED CONTENT ITEMS
Role playing P. 105
Consulting Schedule P. 197
Asking for Information in Station P. 205
Using Money P. 419-426
Telling Time P. 427-432

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Following teacher's verbal cues, students verbally show they understand why they need to buy ticket.	Teacher shows students used travel tickets and tells them what they are. Teacher asks students if they or members of their family have travelled, and if students have seen them buying or using tickets. Teacher explains why people buy tickets, and how ticket is used. Then, following teacher's verbal cue "Why do we need to buy tickets?", students verbally respond appropriately.	Used travel tickets Crate for ticket booth Stickers with numbers written on money for fare
3.) Students buy tickets in role-playing situation with teacher's verbal and physical assistance.	Students observe as teacher and a more advanced student role-play ticket buyer and seller in which buyer wishes to buy ticket to nearby city. Students then act as ticket buyers, with teacher giving verbal and physical assistance, where needed. At this stage, students already know fare and give exact amount getting no change.	
4.) Students buy tickets and make reservations in role-playing situation with teacher's verbal assistance only.	When students show they can buy tickets with only occasional verbal assistance from teacher, teacher can show them how to make reservation, demonstrating first, then using verbal cues to guide them. Simple seating chart can be drawn up for this, and small stickers with seat numbers written on them placed on chart. Stickers are attached to tickets when students make reservations.	
5.) When buying ticket in role-playing situation, students are able to ask for exact fare and to get change.	In this situation, students do not know fare and are not given exact amount of money needed, so that they have to ask for fare and get change, which they count.	
6.) Students are able to buy own tickets and make reservations in real-life situations.	Teacher watches students buy ticket at local bus/train station. If possible, teacher arranges with management of station to let students come in at slow times of day to practice buying tickets using cancelled tickets and money which is returned later. Teacher may also wish to teach students how to find seats if seats are numbered. Chairs with numbers stuck to them may be used for practice.	

PLAN NO 3: Learning to Travel and Move About

Content Area VII: Using Transportation Outside Local Area

Item No. 6: Leaving Baggage with Authorities and Collecting Baggage

PREREQUISITE SKILLS

Fine motor
Visual discrimination & acuity
Color discrimination
Receptive & expressive language
Imitation behavior
Ability to count (up to 4 or 5)

RELATED CONTENT ITEMS

Points to Own Possessions upon Command p. 20
Functional Signs P. 66
Role Playing P. 105
Asking for Information in Stations P. 205
Uses Bus Driver as Source of Information
P. 200

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Following teacher's verbal cues, students verbally indicate what they do with bags when boarding and unboarding bus.	Teacher shows to students pictures (see materials) and discusses with them what to do with baggage when travelling by bus. When teacher asks "What do you do with your bag when you get on the bus?", students reply, "Give my bag to the driver". When teacher asks, "What do you do when you get off the bus?", students reply "Got back my bag".	Pictures, showing student giving ticket and leaving bag with bus driver when boarding, and collecting bag when unboarding
3.) In role-playing situation, after demonstration, students leave bags with proper authorities when boarding and collects bag when unboarding.	Students watch while a more advanced student role-plays. Student gives ticket and bag to "bus driver" (played by teacher or other students). "Passenger" boards "bus" made from benches or chairs. When bus arrives at designated "destination", passenger gets off, takes his bag and leaves. Each student who was watching now repeats sequence with own bag.	Bags Colored paper tags to attach to bags Labelling tape with name, address, phone number
4.) In role-playing situation, students do as above, but in addition is able to identify own bags from others.	Teacher helps students code bags carefully with colored paper tags stuck or tied securely to bags. Student's names, relevant addresses and phone numbers are stuck on separately on bags. Students identify and take their bags when unboarding in activity similar to previous one. Student also practices with three or four bags, all similarly coded. If preferable, in addition to above, bags are clearly numbered 1, 2, 3, ..., and students check off bags' numbers on checklists they are given.	Checklist Used long-distance bus tickets Benches or chairs for bus
5.) In real life situation, students leave baggage with proper authority when boarding and identify and collect baggage when unboarding with verbal assistance from competent companions.	Teacher or other competent individuals travel with students, pointing out to students any related things like luggage compartments. Companions give verbal cues only when students handle baggage procedures incorrectly. Companions may also point out that small bags may be taken aboard if so wished. Students also are reminded that they need not take bags at rest stops.	
6.) Students are able to leave baggage with proper authority and collect baggage when travelling without assistance.	Coding with paper can be continued if helpful. Labelling tape is put on to insure bags will not be lost. Students may also wish to maintain checklist. If local practice is to have baggage checked in, above game can be adapted, getting imitation claim checks, and handing them in when collecting bags. Note: May also be given to student to hand to relevant authority asking assistance for student with travelling and baggage in case help is needed.	

PERSISTING LIFE NEED #4

Learning To Adapt And Function In One's Physical Environment

Learning To Adapt And Function In One's Physical Environment outlines specific suggestions for teaching the essential habits, attitudes and skills necessary to operate hand tools and mechanical equipment. Items that assist students in their understanding of the physical environment (plants, animals, land, water, air and ecology) are also included.

PLN NO 4: Learner's to Adapt and Function in One's Physical Environment
 Content Area I: Concept of the Universe
 Item No. 1: Earth

PREREQUISITE SKILLS
 Expressive language
 Receptive language
 Visual discrimination
 Recognition of Shapes

RELATED CONTENT ITEMS
 Planets P. 23
 Identifies Seasons P. 221-224

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will identify the ground they occupy as earth.	Teacher provides various opportunities for the students to identify where they are standing as earth, especially outside where they can feel the ground. Teacher displays different views of the earth (such as ground, mountains, water, aerial view of ground) to provide an awareness of the various characteristics of earth. Prerequisite vocabulary: earth, world, globe, map, round, dirt, mountain, hill, space, land, water, ocean. Teacher shows film "Our Earth".	Books The World is Round by Ravielli (Viking) Film "Day and Night" BAVI "Our Earth" BAVI "How We Know the Earth's Shape" BAVI "What Makes Day and Night" BAVI Globe World Map Pictures (espacial) of the earth
3.) The student will identify the globe as earth (replica of) and that it is round.	Teacher introduces and discusses the globe as a small version of what they live on. Students are able to identify the globe as being round (circle) in shape. Teacher reads book The World is Round. Teacher shows film "How We Know the Earth's Shape".	
4.) The student will identify maps and pictures as replicas of the earth.	Teacher introduces and discusses maps and pictures (space shots) of the earth with the student. Upon request student is able to identify replicas of earth as "earth".	
5.) The students will identify land and water and locate them on a map.	On globes and maps the teacher aids the student in selecting areas of land and water.	
6.) Given a globe or map student is able to locate the United States (or his/her state).	Teacher presents a globe and/or map of the world. Following a demonstration of the task and verbal cue "point to Wisconsin", student will point appropriately. Teacher shows films "Day and Night" and "What Makes Day and Night".	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area I: Concept of the Universe

Item No. 2: Moon

PREREQUISITE SKILLS

Expressive language
Receptive language
Visual discrimination
Gross motor coordination
Shape discrimination

RELATED CONTENT ITEMS
Earth P. 210

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Given a photograph of a nighttime scene, student can identify the moon.	The teacher displays a photograph or drawing which depicts a night scene. Following a demonstration of the task and verbal cue "Point to the moon", the student does so. Prerequisite vocabulary: moon, stars, night, day, round, month, full, half, quarter	Books <u>The Moon Seems to Change</u> by Borten (Crowell) <u>What the Moon is Like</u> Borri (Crowell) Moon Phases, overhead (Hubbard Media and Materials) Learning Shop Flannel Board Instructo, The Earth and The Moon Flashlight and cardboard cover-ups needed for experiment Cut-outs of stages of the moon needed for tracing Pictures or drawings of the moon needed for awareness
3.) Outside at night the student can identify the moon.	With the aid of an adult on a camp out or at home, student can point to the moon following a demonstration. Teacher can assist the student in creating scrapbooks and bulletin board to reinforce these concepts (phases of the moon, moon flights).	
4.) Student can identify the moon in its various stages as the moon.	Teacher displays pictures or overhead transparencies of the moon in its various stages in the nighttime sky. In each picture student is able to point out the moon. To provide an awareness of the changes in the moon, the teacher can read <u>The Moon Seems to Change</u> and <u>What the Moon is Like</u>.	
5.) Student can identify the moon as full, half, quarter, etc.	Teacher displays various stages of the moon following a demonstration of the task and verbal cue "Show me the full moon", "Show me the half moon", etc. Student points to appropriate one. Student can chart the phases of the moon throughout a month.	
6.) Student can identify the moon as reflecting light at night.	Students are made aware of the fact that when it is bright at night the moon is out, and when it is very dark at night the moon is not visible.	

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PLN NO. 4: Learning to Adapt and Function in One's Physical Environment

Content Area 1: Concept of the Universe

Item No. 3: Identification of the Sun

PREREQUISITE SKILLS

Gross motor coordination
Receptive and expressive language
Color discrimination
Ability to discriminate temperature change

RELATED CONTENT ITEMS

Identifies Colors P. 35
Earth P. 210
Planets P. 213
Identifies Seasons P. 221-224

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) With assistance, the student can identify the sun and tell what shape it is.	To develop an awareness of the sun, the teacher displays and discusses pictures of a sun. Teacher provides an opportunity for the student to find and trace the sun in a picture. Student can point in the direction of the sun, when outside, and move hand in a circular movement with assistance. Upon verbal cue, the student identifies the shape of the sun as round (circle). Prerequisite vocabulary: circle, round, sun, yellow, red, hot, warm, clouds, day, night	Books <u>The Day We Saw the Sun</u> Come Up by Alice E. Goudey (Scribner) <u>What Makes Day and Night</u> by Frankly Branley (Crowell) <u>The True Book of the Moon, Sun and Stars</u> by Lewellen (Golden Press) <u>The Sun, Our Nearest Star</u> by Borten (Crowell) Day and Night overhead (Hubbard Media and Materials) Learning Shop Globe, flashlight, sunlamp or light bulb for experiments Pictures displaying sun in various conditions of weather and seasons
3.) With assistance, the student can identify the sun as being hot and yellow in color.	To develop awareness of the sun's warmth, the teacher displays and discusses pictures that show the warmth of a sun. i.e. sun melting, snow melting. Teacher aids students in matching the color of the sun with other yellow objects. Student upon verbal cue, is able to identify the color of the sun as yellow.	
4.) Student identifies that the sun appears in the daytime and even on cloudy days the sun is behind the clouds	Teacher displays various pictures of the outside during day and night times and cloudy and sunny days. Upon verbal cue, the students select pictures where the sun is shining or lighting the sky. Teacher aids students in experiments that demonstrate the sun shining and how it can be hidden by clouds. i.e. flashlight which becomes covered reveals less light.	
5.) Student is able to identify two effects of the sun.	Teacher aids students in experiments that demonstrate that: plant leaves turn toward the sunlight, plants need sunlight to live, and it is warmer in the sun than shade and warmer during the day than night. Teacher uses magnifying glass to demonstrate sun's heat to students.	
6.) With assistance, the student is able to identify the earth as moving around the sun to cause day and night.	Using visual aids the teacher and students discuss the earth moving around the sun providing day and night.	

PLN NO. 4: Learning to Adapt and Function in One's Physical

Environment

Content Area I: Concept of the Universe

Item No. 4: Planets

PREREQUISITE SKILLS

Expressive language

Receptive language

Visual discrimination

Ability to count 1 to 10

RELATED CONTENT ITEMS

Earth P. 210

Sun P. 22

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student is able to identify the earth as one of the planets.	To provide an awareness of the fact that earth is one of the planets, teacher sets up a model of the solar system for students to observe. Following a demonstration of the task and verbal cue "Point to the planet earth", student does so. Teacher reads <u>The Planets and Their Satellites</u>. Prerequisite vocabulary: planets, orbit, round, circle, sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto.	Planet Board Kit Solar System, Instructor Books <u>The Planets and Their Satellites</u> by Branley (Science Materials Center, Inc.) <u>A Book of Planets for You</u> by Franklyn Branley (Crowell)
3.) Student can identify the planets as round in shape like the earth.	Teacher displays pictures or models of the planets. Following verbal cue "What shape are the planets?", student responds with "Round", "Circle", or "Sphere", or demonstrates the shape by gestures. Teacher reads <u>A Book of Planets for You</u>.	Filmstrip <u>The Planets: Mysterious Worlds Around Us</u> (Carlton)
4.) The student can identify the planets as 9 in number.	Using the solar system model or picture, the teacher assists the student in counting the number of planets. On pictures of planets, the teacher writes a number 1-9 and hangs them in sequence. The student will count the planets upon request. Teacher should assist students in creating a bulletin board and scrapbook on the planets.	Cutouts (Bulletin Boards) TREND enterprise Solar System
5.) The students will name the planets upon request.	Teacher sets up a visual pattern of the solar system on the floor with paper or vinyl table cloth (circles i.e. sun, etc.). The student starts at the sun and steps on the planets naming them as he moves away from the sun (with or without assistance).	
6.) The student can demonstrate that the planets travel around the sun.	The teacher demonstrates that the planets travel around the sun by displaying a model of the solar system by displaying a model of the solar system and moving the planets in their orbit. On playground teacher can act as "sun", each student can be a "planet" and rotate about the teacher.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area I: Concept of the Universe

Item No. 5: Identification of the Stars

PREREQUISITE SKILLS

Expressive language
Receptive language
Visual discrimination

RELATED CONTENT ITEMS

Sun P. 22
Planets P. 213

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Given various shapes the student is able to identify star shaped objects.	Upon presentation of visual cue, the student will select star shaped objects from pictures and environment. Using a variety of shapes drawn on cards the student is able to sort out star shapes in their own grouping. Prerequisite vocabulary: stars, sky, bright, brightest, North Star	Filmstrips "Stars and More Stars" (Carlton) Films "Stars at Night" Songs "Twinkle, Twinkle Little Star" Complete Nursery Song Book by Bertall (Lathrop) Equipment Cardboard cut-outs of stars Pictures of stars at night Pictures of objects shaped like stars Books Find the Constellations by H. A. Rey (Houghton)
3.) The student is able to trace the star shape.	Given a cardboard form in the shape of a star the student is able to trace a star pattern. Given dotted lines, the student can trace the star pattern. Physical assistance may be necessary.	
4.) The student is able to identify stars in the sky upon demonstration of task and presentation of verbal cue.	To create an awareness of the night sky, the teacher should display pictures of stars at night. Upon request, the student will identify stars in pictures and/or at night in the sky. Teacher shows film "Stars at Night". Teacher teaches song "Twinkle, Twinkle Little Star".	
5.) Student is able to locate a star that is visible at night.	With the aid of an adult (camp out or at home) the student will identify a star. Teacher shows filmstrip "Stars and More Stars".	
6.) The student will identify the North Star as the brightest star of the night.	The student will identify the North Star as being the brightest star at night. Teacher discusses book Find the Constellations.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area II: Forces of the Universe

Item No. 1: Fire

PREREQUISITE SKILLS
Receptive language
Expressive language
Fine motor coordination
Ability to use telephone
Imitation behavior

RELATED CONTENT ITEMS
Fire Drill P. 362
Seeking Fireman Assistance P. 374
Seeking Aid for Fire P. 376

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will identify fire and its temperature upon request.	The teacher will present the student with pictures of various types of fires. Upon request, the student will identify of fires. Teacher will explain the heat intensity of a fire. Teacher reads <u>The Big Fire</u> and <u>Fire in Your Life</u>.	<u>Films</u> Fire 0706 Fire What Makes it Burn I'm no Fool with Fire BAVI <u>Books</u> The Big Fire by Elizabeth Olds Fire in Your Life by Irving Adler <u>Overhead</u> The Science Discovery Series: Earth, Air, Fire, Water (Carlton 47-TR-70011)
3.) Student lists two uses for fire and identifies pictures of fires among a group of assorted pictures upon request.	Teacher and students make a list of the uses of fire in the environment. Students will prepare a picture booklet of ways in which fires help people. Teacher discusses film "Fire 0706".	
4.) Student will list two dangers of fire upon request with the aid of a visual cue.	Using visual cues, (picture, etc.) the teacher will discuss how fire can cause property and personal damage. Teacher and students will make a list of the Dangers of Fires. Discuss the film "I'm no Fool with Fire". For tasks dealing with fire safety precautions the teacher is referred to PLN NO 6, Content Area I, Item No. 7 Matches	
5.) Student will demonstrate the necessary procedure for obtaining help in an emergency fire situation.	The teacher will demonstrate the use of a telephone and the necessary information needed to report a fire. Role-play an emergency situation. For an item dealing with seeking aid for fire, the teacher is referred to PLN NO 6, Content Area IV, Item No. 3	
6.) Student will demonstrate how to put out a small fire.	Student will assist the teacher in demonstrating various means of extinguishing a fire. Teacher explains the steps necessary in extinguishing fires. Discuss film "Fire: What Makes it Burn". Teacher can demonstrate the fact that fire requires oxygen to burn by placing a jar over a lit candle.	

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PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area II: Forces of the Universe

Item No. 2: Sound

PREREQUISITE SKILLS

Receptive language
Expressive language
Auditory acuity
Auditory localization
Gross motor coordination
Imitation behavior

RELATED CONTENT ITEMS

Auditory Perception P. 12-29
Learning to Develop Creativity through Art and Music P. 573-644

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will tap a tone arm and describe the vibrations and identify the sound as loud or soft.	Teacher will demonstrate the use of a tone arm and explain vibrations and the sound created through vibrations. Teacher will demonstrate the intensity of the sound is governed by the amount of effort used to strike the object.	Films (BAVI) "Sound for Beginners" "How Sound Helps Us" "Sound and How It Travels" Books Junior Science Book of Sound by Dorothy Anderson Prove It by Rose Wylor Finger Plays "I am a Fine Musician" by Marlon F. Grayson Filmstrip "Sounds Around Us" (Eye Gate House, Inc.) Records Peabody Kit Level P Record 7 Side A & B Record 6 Side B Record 9 Side A & B Simple musical instruments bell, cymbals, triangle, wood blocks, etc.
3.) Student will point to and label various objects that create sounds.	The teacher will present the student with a variety of objects that create sounds. The teacher will verbally label the objects along with the printed word. The student will identify the various objects upon request.	
4.) Student is able to identify the source of movement and object vibrations.	The student will close his/her eyes and identify the direction in which the sound is originating. Have each student take a turn at creating sounds.	
5.) Student will produce sounds from a variety of objects and instruments.	Teacher will demonstrate various ways of creating sounds i. e. blowing, hitting two objects together, etc. Student will create sounds with the various instruments. Discusses filmstrip "Sound and How It Travels".	
6.) Student will identify a sound as being loud or soft and high or low upon request.	Teacher will create a sound and the student will identify it as either being loud or soft, high or low in pitch relative to a given sound. Teacher reads "Prove It" pp. 41-52. Discusses filmstrip "Sounds Around Us". To reinforce the concept of loud/soft students can participate in game, where thimbles is hidden and teacher claps louder as student hears it and claps softer as student moves away from it.	

PLN NO 4: Learning to Adapt and Function in One's Physical

Environment

Content Area II: Forces in the Universe

Item No. 3: Electricity

PREREQUISITE SKILLS

Receptive language

Expressive language

Auditory discrimination

Visual discrimination

Fine motor coordination

RELATED CONTENT ITEMS

Skill in Using Power Equipment P. 246-257

Light Bulbs P. 353

Electrical Outlets P. 354

Skills for Meal Preparation P. 436-451

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will identify what objects are <u>off</u> and which are <u>on</u> upon request.	Student will locate the appliances that are on or off upon request. Student can select objects or pictures that represent objects that are on or off. Discusses film "Electricity and How It Is Made".	Filmstrips "Let's Find Out About Electricity" (Carlton) "Electricity" (Carlton) Film (BAVI) "Electricity and How It Is Made" "Electricity--Wires in Your Home" Kits Peabody Kit, Level P Pictures of Electrical Devices
3.) Student will select objects that are plugged or unplugged.	Teacher will demonstrate the desired response identifying which electrical appliances are plugged in and which are not. Student will imitate the desired response upon request. Discuss filmstrip "Let's Find Out About Electricity".	
4.) Student lists two ways that man benefits from electricity.	Teacher and students will create a list of benefits from electricity. Student will choose one and draw a picture displaying the benefits of electricity. Discuss the film "Electricity--Wires in Your Home".	
5.) Student can plug or unplug appliances properly without assistance.	Teacher will demonstrate the proper method of plugging or unplugging an electrical appliance. The student will imitate the desired response. Verbal guidance may be necessary.	
6.) Student will list two ways that electricity is produced and identify two appliances that function on electricity.	Teacher and students will list sources of electrical production. Student will name two sources and identify two appliances that function on electricity. Some sources are coal, steam, dams, etc.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area II: Forces in the Universe

Item No. 4: Gravity

PREREQUISITE SKILLS
Gross motor coordination
Receptive language
Expressive language
Visual acuity
Visual tracking

RELATED CONTENT ITEMS
Earth P. 210

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon command the student will release an object and observe it fall.	Student, upon verbal cue, will release an object he is holding and watch it fall down. Teacher will explain the reason why objects fall to the ground is because of gravity.	Films (BAVI) "Gravity: The Mighty Pull" by Tillie S. Pine and Joseph Levine (McGraw) Books Gravity All Around Equipment Object to let fall
3.) Student is able to identify that objects fall to the ground because of gravitational pull.	Upon verbal cue, student will toss up an object he is holding and watch it come down. Teacher shows film "Gravity: The Mighty Pull".	
4.) Students will identify objects as either being stationary or in motion.	Teacher will explain the effect of gravity on stationary objects and that to defy gravity the object must be in motion. Student will identify objects that are stationary or in motion upon request.	
5.) Student will verbally identify the word gravity and name results of gravitational pull.	Teacher will present several definitions for the word "gravity". Student will choose and define the word gravity upon request. Teacher reads and discusses with the students "Gravity All Around".	
6.) Student will explain the energy required to release an object or person from the ground.	Teacher will demonstrate that energy needs to be expended in order for one to jump off the ground or toss a ball into the air.	

PLN NO 4: Learning to Adapt and Function in One's Physical

Environment

Content Area II: Forces in the Universe

Item No. 5: Wind

PREREQUISITE SKILLS

Expressive language

Receptive language

Gross motor coordination

Imitation behavior

Ability to blow out of straw

RELATED CONTENT ITEMS
Concept of Weather P. 220-226

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will identify pictures that represent windy days or the concept of the wind blowing.	The teacher will present the student with various pictures that depict the nature of wind. The teacher will explain what each picture represents and upon request, the student will identify the appropriate pictures among a group of pictures.	Overhead Instructor, Tornados Filmstrips "What is Wind?" (Carlton) "The Busy Wind" (Carlton) Films (BAVI) "What Makes the Wind Blow" "Wind and What It Does" Equipment Weather pictures Kite Feather Straw
3.) Student will demonstrate with a feather and a straw, the force of the wind.	The teacher will demonstrate the effect wind can have on a feather or how it can be directed i. e. use of a straw. Upon request, the student will imitate the desired response.	
4.) Student will point to objects that are moving in the wind.	Teacher will allow the student to observe objects in the wind and explain the force the wind can exert on an object. Student will point to objects that are effected by the wind. Show and discuss filmstrip "The Busy Wind".	
5.) The student will identify pictures of tornados or severe storms and name two precautionary measures that must be taken.	Teacher and students will make a list of the safety precautions that must be observed in a severe storm or tornado. Teacher will present pictures of severe storms or tornados. Upon request, the student will identify the appropriate pictures and name two safety precautions.	
6.) Student will select pictures of tornados or severe storms among a group of pictures.	Teacher will present the student with a group of pictures. Upon request, the student will identify pictures of severe storms or tornados. Teacher should review precautionary steps that should be observed during a severe storm or tornado.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area III: Concept of Weather

Item No. 1: Types of Weather

PREREQUISITE SKILLS

Receptive language
Expressive language
Visual discrimination
Auditory discrimination
Ability to sense temperature changes
Ability to use calendar

RELATED CONTENT ITEMS

Earth P. 210
Sun P. 212
Wind P. 219
Identifies Season 221-226
Clothing Appropriate to Weather P. 307

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lack of skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student indicates sunny, rainy, snowy weather conditions.	To create an awareness of varieties of weather, the students are asked to identify sunny, rainy, snowy weather conditions with verbal cues. "What kind of weather do we have today?" Students give appropriate response. To aid students, teacher should use symbols of sun, rain, snow during board and calendar work each day. Students and teacher participate in field trips to experience sunny, rainy, snowy weather.	Songs "It's Snowing, Songs for the Nursery School, by Mac Cartenery (Willis Music Co., Cincinnati) Tell Me, Wind, Songs for Nursery School We Dress for Weather. Instructo Peabody Language Dev Kit, Level P Teacher made cut-outs of weather conditions
3.) Student indicates cloudy and windy weather.	The students are asked to identify cloudy and windy weather using verbal cues. "What kind of weather do we have today?" Students give appropriate response. The teacher shall present symbols of windy and cloudy weather. To assist, the teacher may point out the lack of the sun as being cloudy and the trees blowing as a sign of windy conditions. The children should experience the kinds of weather.	
4.) Student will identify sunny, snowy, rainy, cloudy, windy weather.	The students will place on the calendar the appropriate weather-symbol each day. The teacher should discuss weather throughout the day and point out changes in weather to the students. Finger plays, songs shall be provided to enrich the concept of different types of weather.	
5.) Student can identify common weather conditions.	Presented with pictures of various weather conditions the students should point out the types of weather represented i.e. sun-warm, clouds-rain or snow. The students should be encouraged to dress properly for the weather and to be prepared for changing conditions. Teacher should list various articles of clothing that are relative to the weather.	
6.) Students will discuss information gathered from weather reports (tv or newspapers).	Students should be encouraged to discuss weather and its changes whenever possible. This can be enriched by role playing. To develop discussion, the teacher should make weather a part of the daily classroom activities. Teacher should provide a bulletin board that will aid in illustrating the concept of weather.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area III: Concept of Weather

Item No. 2: Identifies and Gives Characteristics of Winter

PREREQUISITE SKILLS

Receptive language
Expressive language
Visual discrimination
Auditory discrimination
Ability to use calendar

RELATED CONTENT ITEMS

Earth P. 210
Sun P. 212
Wind P. 219
Identifies Season P. 221-226
Clothing Appropriate to Weather P. 307
Shovelling Snow P. 506

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies common weather conditions of winter.	To develop an awareness of winter weather conditions, teacher presents pictures of winter weather and appropriate clothing. Students can dress dolls for winter weather. Teacher and students participate in field trips to observe characteristics of winter weather. For outdoor winter activities such as sledding and ice skating, teacher is referred to PLN NO 9, Content Area VII, Items 3 and 4.	Filmstrips/Cassettes "Geographic Environment" Jamaica, New York (Eye Gate House, Inc.) A Snowy Day Calendars and Holidays Jamaica, New York (Eye House Gate, Inc.)
3.) Student identifies common activities of winter.	Teacher displays and discusses pictures of winter activities i.e. snowmobiling, skiing, sledding, etc. Teacher and students participate in winter activities. Students are provided with art, music, and audio-visual materials concerning winter.	Kite "We Dress for Weather" Instructo
4.) Student identifies holidays of winter.	Teacher displays pictures and symbols of winter holidays i.e. Christmas, Chanukah, New Years, etc. Following verbal cues, students are asked to identify these holidays. Teacher can aid students in constructing a simple bird feeder from old can or milk container that can be placed outside of classroom window. Students can then observe birds eating.	Books Seasons (Cook Publishing Co.) When Winter Comes I Like Winter The Mitten Pictures of winter activities can be found in the Peabody Kit Level P.
5.) Student will identify winter as a season and name winter months.	Teacher presents pictures of four seasons. Students are asked to identify winter. Class participates in writing chart stories and making bulletin boards concerning winter. Pictures can be obtained from magazines or story books.	
6.) Student identifies winter as the season that the nights are longer than the days.	Teacher aids student in keeping chart showing time of sunset and sunrise. Students are asked to observe whether it is light or dark at various times during the day.	

PLAN NO. 4. Learning to Adapt and Function in One's Physical Environment

Content Area III: Concept of Weather

Item No. 3 Identifies and Gives Characteristics of Spring

PREREQUISITE SKILLS

Receptive language
Expressive language
Visual discrimination
Auditory discrimination
Ability to use calendar

RELATED CONTENT ITEMS

Earth P. 210
Sun P. 212
Wind P. 219
Clothing Appropriate to Weather P. 307
Gardening & Yardwork P. 501-50

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies common weather conditions of spring.	To develop an awareness of spring weather conditions, teacher presents pictures of rain, sunny weather, thunderstorms, and appropriate clothing. Students can dress dolls for spring. Teacher and students take field trips to observe characteristics of spring weather and signs of spring. Teacher provides experiments such as keeping track of rainfalls and their amounts.	Songs The March Wind - Pitter Pat My Picture Book of Songs (M. A. Donahue Co.) Easter Bunny Singing Fun (Webster Publishing Co.) Little Robin Redbreast Finger Play by G. Schirmer Commercial Learning Pictures - Seasons (Cook Publishing Co.) Collections of pictures containing spring weather conditions and activities Chart stories Seeds and dirt for gardens
3.) Student identifies common activities of spring.	Teacher displays and discusses pictures of kite flying, planting flowers, baby animals, activities of farmers. Teacher and students participate in activities of spring. Teacher provides music and art activities, finger plays, stories, audio-visual materials to enrich concept of spring. Students can participate in planting simple vegetable and flower gardens. Teacher may provide a bulletin board listing the various activities.	
4.) Student identifies various holidays that occur in the spring.	Teacher displays pictures of symbols of spring holidays i.e. Easter bunny and basket, Mother's Day flowers, Memorial Day flags. Following verbal cues, teacher asks students to identify holidays. Students plant flowers for Mother's Day and decorate room appropriately for Easter, Memorial Day, and Passover.	
5.) Students will identify spring as a season and can name spring months.	Teacher presents characteristic pictures of the four seasons. Following verbal cue "Show Me Spring". Students identify appropriate one. Teacher discusses other seasons in contrast to spring. Class participates in writing chart stories and bulletin boards concerning spring. Pictures can be obtained from magazines and story books.	
6.) Student identifies the days as getting longer and nights as getting shorter in spring.	Teacher aids students in keeping chart showing time of sunset and sunrise. Students are asked to observe whether it is light or dark when waking, boarding bus, leaving school, eating supper, going to bed.	

PLAN NO. 4: Learning to Adapt and Function in One's Physical

Environment
Content Area III: Concept of Weather

Item No. 4 Identifies and Give Characteristics of Summer

PREREQUISITE SKILLS

Receptive language
Expressive language
Visual discrimination
Auditory discrimination
Ability to use calendar

RELATED CONTENT ITEMS

Earth P. 20
Sun P. 22
Wind P. 219
Clothing Appropriate to Weather P. 307
Gardening & Yardwork P. 503-510
Swimming Skill P. 524-536

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies common weather conditions of summer.	To develop an awareness of summer weather conditions, the teacher presents pictures of summer weather conditions and appropriate clothing. Students can dress dolls for summer activities. Teacher and students participate in field trips to observe summer weather if school is in session. Chart stories can be written about summer weather.	Songs Red! White! Blue! Bumble Bee My Picture Book of Songs (M. A. Donahue Co.) Digging in the Sand Songs for Nursery School (Willis Music Co.) Commercial Learning Pictures Seasons (Cook Publishing Co.) We Dress for Weather Instructo Collection of pictures Chart stories
3.) Student identifies common activities of summer.	Teacher displays and discusses pictures or actual equipment such as swimming pool, boats, canoes, etc. Teacher and students participate in common summer recreational activities. Teacher provides music and art activities, finger plays, stories, audio-visual materials to enrich concept of summer. Teacher may provide a bulletin board listing the various activities that occur in the summer months.	
4.) Student identifies various summer holidays.	Teacher displays pictures of symbols of summer holidays (July 4th and Labor Day). Following verbal cues, teacher asks students to identify holidays.	
5.) Student will identify summer as a season.	Teacher presents characteristic pictures of the four seasons. Following verbal cue, "Show me summer". Teacher discusses other seasons in contrast to summer. Teacher and students participate in writing chart stories, art activities characteristic of summer.	
6.) Student identifies summer as the season that has the longest days and shortest nights of the four seasons.	Teacher aids students in keeping chart showing time of sunset and sunrise. Students are asked to observe whether it is light or dark at specific times of the day.	

PLN NO. 4: Learning to Adapt and Function in One's Physical Environment

Content Area III: Concept of Weather

Item No. 5: Identifies and Gives Characteristics of Fall

PREREQUISITE SKILLS

Receptive language
Expressive language
Visual discrimination
Auditory discrimination
Ability to use calendar

RELATED CONTENT ITEMS

Earth P. 2D
Sun P. 2E
Wind P. 219
Clothing Appropriate to Weather P. 307
Gardening & Yard Work P. 501-510

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies common weather conditions of fall.	To develop an awareness of fall weather conditions, teacher presents pictures of fall weather and appropriate clothing. Teacher and students participate in field trips to observe characteristics of fall weather.	Songs The Month is October Red Leaves Falling Down Gobble, Gobble Turkey Songs for Nursery School (Willis Music Company) Mr. Jack O'Lantern Thanksgiving Dinner My Picture Book of Songs by M. A. Donahue Commercial Learning Pictures Seasons Holidays (Cook Publishing) We Dress for Weather. Instructo Collection fall pictures Chart stories Books Fall is Here by C. Parker When Autumn Comes by Charles P. Fox
3.) Student identifies common activities of fall.	Teacher displays and discusses pictures of school starting, raking leaves, farmer's activities. Teacher and students participate in fall activities. Students are provided with music, art activities, audio visual materials concerning fall. Teacher can present students with various activities dealing with the ways animals prepare for the coming winter. (Birds fly south, squirrels collect nuts, etc.) Teacher displays pictures and symbols of fall holidays i.e. pumpkin, turkey. Following verbal cues students are asked to identify these holidays. Teacher provides activities, finger-plays, and songs involving fall holidays.	
4.) Student identifies holidays of fall.		
5.) Student will identify fall as a season and name fall months.	Teacher presents pictures of four seasons. Students are asked to identify fall. Class participates in writing chart stories and making bulletin boards concerning fall.	
6.) Student identifies fall as the season that days are growing shorter and the nights are growing longer.	Teacher aides students in keeping chart showing time of sunset and sunrise. Students are asked to observe whether it is light or dark at various times during the day.	

PLN NO 4: Learning to Adapt and Function in One's Physical

Environment

Content Area III: Concept of Weather

Item No. 6: Differentiates Types of Storms

PREREQUISITE SKILLS

Receptive language

Expressive language

Visual discrimination

Auditory discrimination

Gross motor coordination

RELATIVE CONTENT ITEMS

Concept of Weather P. 220-226

Clothing Appropriate to Weather P. 307

Identifies Clouds P. 241

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can identify a snow storm and rain shower.	Teacher presents pictures of rain and snow storms. Following verbal cue, students will identify with appropriate response. Teacher and students participate in outdoor activities related to rain and snow. Teacher provides art and music activities, audio-visual materials to enrich concept of rain and snow storms.	Songs 'Tis Raining The Snow is Falling Down Who Has Seen the Wind Songs for Nursery (Willie Music Co.) Commercial We Dress for Weather. Instruction Collection of pictures depicting storms Chart stories
3.) Student can identify thunderstorm.	Teacher presents pictures of thunderstorms. With verbal cue, students identify with appropriate response. Teacher and students discuss characteristics of thunderstorms, rain, thunder, lightning.	
4.) Student can differentiate a thunderstorm and rain showers also identify a tornado.	Given characteristics of thunderstorm and rainshowers, student can identify appropriately. Teacher presents pictures of tornado and students will identify. Teacher and students discuss funnel clouds, wind as characteristics of tornado.	
5.) Student identifies storms as occurring when warm and cold air meet.	Following verbal cue, "What causes storms?" Students reply with appropriate response. When proper conditions exist for a storm teacher should discuss these with students to enrich the concept.	
6.) Student can take necessary precautions in the event of a storm warning.	Teacher and students discuss precautions such as not going under a tree when it is lightning and taking cover during a tornado warning. Students should practice pre-set tornado procedure in individual school situation.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area III: Concept of Weather

Item No. 7: Can Read A Thermometer

PREREQUISITE SKILLS

Receptive language

Expressive language

Visual acuity

Auditory discrimination

Ability to discriminate hot and cold temperatures

Ability to count by 10's to 250

RELATED CONTENT ITEMS

Functional Computational Skills P. 52-62

Concept of Weather P. 220-226

Clothing Appropriate to Weather P. 307

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can identify a thermometer used for outdoor purposes.	Teacher presents various thermometers i. e. oven, outdoor, doctors and their uses. Following cue "Which thermometer do we use outside?" Student identifies appropriate one. Students construct a thermometer for the bulletin board. Teacher hangs a thermometer outside of the classroom if possible.	Various thermometers Teacher made thermometer Thermometer from "We Dress for the Weather". Instructo
3.) Student recognizes that the thermometer is used to indicate hot and cold air.	Teacher and students watch classroom thermometer and chart when mercury goes up it's warm and down means cold. Teacher and students participate in experiments with thermometer in water.	
4.) Student can identify the "0" mark on a thermometer with assistance.	Using large thermometer on bulletin board, teacher points out "0" mark. Students are asked to identify "0" on thermometer with assistance.	
5.) Student can identify "0" on thermometer. Can tell if it is hot or cold by looking at thermometer.	Students practice identifying "0". Using real and demonstrating thermometers, students and teacher discuss placement of mercury, whether this means hot or cold weather.	
6.) Student can read a thermometer by tens with assistance. Can tell if temperature is above or below freezing.	Teacher and students practice reading thermometer by 10's. Teacher color-codes the freezing point on thermometer with magic marker and students practice finding this point.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area IV: Plants and Animals in the Environment

Item No. 1: Identifies Amphibians (Frogs)

PREREQUISITE SKILLS

Receptive language
Expressive language
Visual discrimination
Auditory discrimination
Ability to hop
Imitation behavior

RELATED CONTENT ITEMS

Role Playing P. 104
Hops P. 151
Plants and Animals in Environment P. 227-236
Knowledge of Physical & Geographical Characteristics P. 237-245

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student, upon demonstration of task and verbal cue, identifies a frog and toad.	Teacher displays pictures/model of frogs and toads. Following demonstration of the task and verbal cue, "Point to the frog," student does so. If possible, teacher should bring an actual frog into the classroom for the students to observe and feed.	Panorama Colorslides Resonator and amphibians of U. S. No. 598 ZW Filmstrips Frog and You Toads Grow Animals of the Pond Life in Ponds, Lakes and Streams Finger Plays Ten Little Froggies Dive Little Tadpole I am a Little Frog Movies Tad, the Frog Looking at Amphibians What is an Amphibian
3.) Upon demonstration of task and verbal cue, student identifies a tadpole.	Teacher adds pictures/model of tadpole to the display. Following demonstration of the task and verbal cue "Point to the tadpole." Students and teacher discuss the concept that tadpoles are baby toads and frogs. If possible, have some tadpoles in the room for students to observe.	
4.) Upon demonstration of task and verbal cue, student will identify where frogs and toads live, and what they eat.	Teacher and student discuss concept that frog and toads live on land and in water. Teacher presents pictures of sky, land and water. Following verbal cue "Where do frogs and toads live?" Teacher presents pictures of chocolate cake, insects and peanut butter and jelly sandwich. Following verbal cue "What do frogs eat?" Student points to appropriate one.	
5.) Upon demonstration of task and verbal cue, student will show how frogs and toads move.	Teacher and student discuss how frogs move. Following demonstration of hopping and jumping and verbal cue "How do frogs or toads move?" Student will demonstrate by hopping and jumping across floor.	
6.) Upon demonstration of task and verbal cue, student will identify a frog or toad as an amphibian.	Teacher and student discuss what an amphibian is, and common characteristics of amphibians. Student should be able to identify amphibians from a group of pictures of animals.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area IV: Plants and Animals in the Environment

Item No. 2: Reptiles

PREREQUISITE SKILLS
Deceptive language
Expressive language
Visual discrimination
Auditory discrimination
Ability to crawl on stomach
Imitation behavior

RELATED CONTENT ITEMS

Role Playing P. 104
Plants and Animals in Environment P. 227-236
Knowledge of Physical & Geographical Characteristics P. 237-245
Avoiding Strange Animals P. 373

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies a turtle upon presentation of verbal cue and demonstration of task.	Teacher displays pictures/model of turtles. Students identify turtles with verbal cue and assistance. If possible, teacher should bring an actual turtle into the classroom for the students to observe and feed.	Filmstrips Animals of the Pond Streams and Ponds Turtles American Reptiles Fresh Water Turtles & Fish My Turtle Life in Lake, Ponds, and Streams
3.) Student identifies turtles without assistance. Identifies that turtles have a shell for protection. Identifies that turtles can live on land and water.	Students can identify turtles of various sizes and colors from display/models consistently. Teacher and students discuss that turtles have a shell and how it is used for protection. Teacher and students discuss where turtles live.	Finger Plays I Have a Little Turtle Turtles Filmstrip and Cassette A Visit to the Pond (Encyclopedia Britannica)
4.) Student identifies a turtle, where they live and what they eat. Identifies that some turtles hibernate in the water.	Teacher and students discuss food for turtles. Teacher and students discuss the concept that some turtles hibernate during the winter. Teacher uses audio-visual aides and materials to reinforce concept of turtles. Teacher and students participate in proper artwork to reinforce concepts of turtles.	Movies Snakes are Interesting Reptiles Song I Have a Little Turtle Music in Our Town by Silver Burdett
5.) Student identifies snakes upon request. Identifies where snakes live and what they eat.	Teacher displays pictures/model of snakes. Students identify snakes upon demonstration of task and presentation of verbal cue. Teacher and students discuss that some snakes live on land and some in water. Teacher and students discuss what snakes eat.	Books Timothy Turtle (Brown-Wiser-Harcourt) Let's Get Turtles (Seasam-Harper) Jr. Science Book of Turtles (Collins)
6.) Student identifies snakes, where they live, their food, and how they move. Identifies a lizard, alligator and crocodile with assistance.	Students identify snakes, where they live and what they eat. Teacher and students discuss how snakes move. Students wiggle on stomach to demonstrate how snakes move (stomach ex-Motoric Aides-Kephart and Chaney). Teacher displays pictures/models of lizards, alligators and crocodiles. Students identify these with assistance.	

PLAN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area IV: Plants and Animals in the Environment

Item No. 3: Identifies Farm Animals

PREREQUISITE SKILLS

Receptive language
Expressive language
Visual discrimination
Auditory discrimination
Imitation behavior

RELATED CONTENT ITEMS

Role Playing P. 104
Pete P. 230
Identifies Components of the Country P. 245

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks ability, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies the animals and domestic birds on the farm upon request.	Teacher displays pictures/models of the farm animals and domestic birds. With verbal cue the students point out the animals with assistance from display.	Books I Know a Farm (Collier-Scott) Animal Babies (Gregory-Harper) Big Red Barn (Brown-Scott) Records Train to the Farm (Children's Record Guild #1001) Little White Duck (Children's Favorites-Harmon; No. 9507) Songs In the Barnyard (Music for Living. Silver Burdett) Old McDonald Had a Farm Singing Everyday by Glenn Movies Farm Animals Farm Babies and Their Mother Feeding Farm Animals Finger Plays On the Farm Animals Film strips My Horse Doblin
3.) Student identifies the farm animals and domestic birds without assistance. Identifies the baby of each with assistance.	Teacher adds baby animals to the display. Students identify the farm animals and domestic birds from display upon request. With verbal cue the students point out the baby animals from display with assistance. Students should be able to identify the products from various animals. (Milk, steak, pork, etc.)	
4.) Student identifies farm animals, domestic birds and their babies without assistance.	Students point out farm animals, domestic birds, and their babies. Students identify the sounds the animal make with assistance. Students imitate various animals and make the sounds. Do "Animal Walks" in phy. ed. class.	
5.) Student identifies farm animals, birds, and their babies and sounds each makes. Identifies the food each animal eats with assistance.	Students identify the animals and babies and sounds each makes. Teacher displays foods animals eat (picture/model or real products). Teacher and students discuss the foods the animals and domestic birds eat. Teacher and students participate in appropriate artwork for farm animal concepts.	
6.) Student identifies the care and shelter each needs.	Teacher displays picture/models of shelters for farm animals such as barns, pig barns, poverty house, etc. Teacher and students discuss care the farmer gives the animals as for food, cleanliness, etc. Teacher and students discuss the shelters for farm animals using display. If possible students should visit a farm and feed the animals.	

PLAN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area IV: Animals and Plants in the Environment

Item No. 4: Pets

PREREQUISITE SKILLS

Receptive language
Expressive language
Visual discrimination
Auditory discrimination
Imitation behavior

RELATED CONTENT ITEMS

Role Playing P. 104
Plants & Animals in the Environments
P. 227-236
Avoiding Strange Animals P. 373

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies two animals people have for pets upon demonstration of task and presentation of verbal cue.	Teacher displays picture model of animals that make good pets. With verbal cue, students point out the different pets from display with assistance. Students can tell about the pets they have at home.	Finger Plays The Cat Rabbits Filmmstrips Pet Parade Blackie, My Dog Care of the Cat Let's Keep a Pet My Turtle My Bunny My Horse Dabbin Peter Works at a Pet Show
3.) Student identifies common pets consistently.	Students name or point out different pets upon request using display or pictures. Teacher and students discuss ways of caring for pets. Teacher and students discuss concept that pets need kindness and are not to be abused. Teacher and students take a field trip to a pet store.	Songs I had a Little Turtle Puppies Where, Oh Where Has My Little Dog Gone
4.) Student identifies two needs of pets.	Students identify pets and some of their needs. Teacher and students discuss the food the different pets need. Also concept that some pets need water to drink. With proper supervision students can bring their pets to class and demonstrate to the others the proper methods of care and feeding.	Books Come to the Pet Shop (Dengal) Mr. Charlie's Pet Shop (Hard-Hale) Movies Care of Pets
5.) Student identifies specific pets and food for each. Identifies that pets need a home or shelter.	Students identify pets and food for each. Teacher and students discuss the home or shelter needed for different pets. Teacher and students can plan a "Pet Day" at school. Teacher and students can participate in a pet bulletin board or individual pet booklets.	
6.) Student identifies pets and their need for water, food, and a home or shelter.	Students name or point out different pets upon request using displays or pictures. Teacher and students discuss ways of caring for pets. Teacher and students discuss concept that pets need kindness and are not to be abused. Teacher and students take a field trip to a pet store.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area IV: Plants and Animals in the Environment

Item No. 5: Identifies Wild Animals

PREREQUISITE SKILLS

Receptive language
Expressive language
Visual discrimination
Auditory discrimination
Imitation behavior

RELATED CONTENT ITEMS

Role Playing P. 104
Knowledge of Physical and Geographical Characteristics P. 237-245
Avoiding Strange Animals P. 373

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies two wild animals of our country upon demonstration of task and presentation of verbal task.	Teacher displays pictures/model of the wild animals found in our country. With verbal cue, the students can point out two animals with assistance.	Filmstrips Ann Visits the Zoo Animals Grow and Change Songs John, The Rabbit Music for Early Childhood (Silver Burdett) Records Animal Rhythms (KLP-2090) Let's Go to the Zoo (VL-3719) Bambi (Ed Record Sales) Let's Visit the Zoo (Children's Record Guild) Books If I Ran A Zoo (Seuss-Random) Andy and the Lion (Daugherty-Viking) Animal Families (Well-Children's Press) Big Book of Wild Animals (Sutton-Grosset) When You Go to the Zoo (Campbell-McGraw) Movies How Animals Eat How Animals Move Teaching Pictures No. 24265-Trip to Zoo No. 511001-Wild Animals
3.) Student identifies wild animals of our country without assistance. Identifies the foods they eat with assistance.	Students can identify the wild animals found in our country consistently. Teacher and students discuss foods these animals eat. Teacher may explain the concept of the food chain to the students.	
4.) Student identifies where specific wild animals live. Identifies seasonal habits of some of them.	Students identify the wild animals found in our country and foods they eat without assistance. Teacher and students discuss where these animals live and in what types of homes. Teacher and students discuss concept that some animals hibernate in the winter. Teacher discusses coloring and how it provides protection.	
5.) Student identifies zoo animals upon request.	Teacher displays pictures/models of zoo animals. With verbal cue, the students identify zoo animals using display with assistance. Teacher and students take a field trip to the zoo. Teacher and students participate in appropriate art and craft projects.	
6.) Student identifies needs and homes of wild animals either in a zoo or in the country.	Students identify wild animals of our country and other countries. Teacher and students discuss types of homes of wild animals in other countries and at the zoo. Teacher and students discuss needs of all wild animals. Teacher uses audio visual materials and other materials to reinforce concepts of wild animals.	

PLAN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area IV: Animals and Birds in the Environment

Item No. 6: Birds

RELATED CONTENT ITEMS

Role Playing P. 104
Winter P. 231
Spring P. 222
Pets P. 230
Knowledge of Physical and Geographical Characteristics P. 237-245

PREREQUISITE SKILLS
Receptive and expressive language
Visual discrimination
Auditory discrimination
Color discrimination
Imitation behavior
Fine and gross motor coordination

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies a bird upon demonstration of back and verbal cue and names one common characteristic of birds.	Teacher puts up display of pictures/model of birds of different sizes and coloring. With verbal cue, the students point out two birds from display with assistance. If possible, teacher and students observe birds from windows or take a walk and look for birds.	Teaching Pictures No. 49494-Birds of Our Land Movies How Birds Feed Their Young What is a Bird? Finger Plays Five Little Robins Stickers Birds (Dennison) Songs Building a Nest Books Hi, Mr. Robin (Duvois-Lathrop) Filmslips Birds of the Countryside Birds of the Forest and Woodland Learning About Birds Birds of the Sea and Shore Birds of the Village and Towns Birds of the Garden
3.) Student identifies bird without assistance. Identifies many sizes and colors of birds. Identifies how birds move.	Students identify that birds are of different sizes and coloring from discussion or display. Teacher and students discuss how birds move. Students observe birds hopping, walking, swimming and flying. Participate in a field trip to a bird sanctuary.	
4.) Student identifies a bird and how birds move. Identifies that birds move and eggs hatch into baby birds.	Students identify birds and how they move. Teacher and students discuss concept that baby birds hatch from eggs. If the season is right, it may be possible to observe a bird building a nest, eggs in nest, baby birds, etc. Students participate in appropriate artwork. Students can make a scrap book of birds utilizing stickers and magazine illustrations.	
5.) Student identifies some of the common birds of our locale with assistance. Identifies that birds need food and shelter.	Teacher displays pictures/models of birds common to the locale. With verbal cue and assistance, the students point out two of the common birds. Teacher and students discuss food that birds eat. Also discuss how birds feed their young. Teacher and students discuss homes and shelter for birds. If possible students should construct a bird house or feeder. (Designs available at local public libraries)	
6.) Student identifies birds common to our locale, how they move and their needs. Identifies birds' homes. Identifies that some migrate	Students identify birds common to our locale and their needs. Students identify where birds make their nests and places used for shelter. Teacher and students discuss migration of birds. Teacher and students discuss needs of the winter birds. Teacher and students make simple bird feeders and shelters for winter birds.	

PLN NO. 44: Learning to Adapt and Function in One's Physical Environment

Content Area IV: Animals and Plants in the Environment

Item No. 7: Insects and Worms

PREREQUISITE SKILLS

Receptive and expressive language
Visual discrimination
Auditory discrimination
Color discrimination
Imitation behavior
Fine and gross motor coordination

RELATED CONTENT ITEMS

Role Playing P. 104
Pets P. 230
Birds P. 233
Knowledge of Physical and Geographical Characteristics P. 237-245

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies an insect upon demonstration of task of precautions and presentation of verbal characteristic.	Teacher displays pictures/model of insects of different kinds. With verbal cue and assistance, the students can point out insects on the display. If season is right, teacher and students can go outside and observe insects (ant farm).	Books Johnny and the Monarch (Podendorf-Children's Press) Butterfly Tim (Goudey-Scribner) Everyday Insects (Allen-Houghton Mifflin) Grasshoppers and Crickets (Hogner-Crowell) First Book of Bugs (Watts) Lady Bug, Lady Bug (Kraw-Harper and Row) Terry and the Caterpillar (Slasam-Harper and Row) Study Prints No. A 140-Insects and Spiders Movies What is an Earthworm Butterflies Spiders Insects in a Garden Ant City Bumble bee Grasshopper Insects are Interesting Pond insects Egg cartons, pipe cleaners and paint (for caterpillar) Filmstrips Learning about Insects Insects' Friends and Enemies
3.) Student identifies insects without assistance. Identifies that insects are of different sizes and colors. Advises how insects move.	Students identify insects on display or outside consistently. Students point out insects of different sizes and coloring on display. Teacher and students discuss all the ways insects move. Teacher and students make an "insect cage," collect insects and observe them. Make some 3D insects or insect mobile for room during art period. Students can construct a caterpillar by cutting an egg carton lengthwise and painting it appropriately (pipe cleaners for antennae).	
4.) Student identifies a worm with assistance and model. Discriminates worms and insects. Lists the ways insects help man.	Teacher adds worms (pictures/model) to display. With verbal cue and assistance, the students can point out worms from insects on the display. Teacher and students discuss ways insects and worms help man such as producing honey, fish bait, helping soil, etc. Teacher can follow lesson about bees with a snack of honey.	
5.) Student identifies worms and insects, how they move and how they help man. Identifies that some insects harm plants and people.	Students can identify insects and worms and can list ways they help man. Can identify ways insects and worms move. Teacher and students discuss ways insects and worms harm plants. Students point out the insects that will bite people with assistance from display.	
6.) Student identifies some of the common insects of our locale. Identifies the insects that are helpful to people. Generalizes into caterpillars, moths, bees, etc.	Students point out some of the insects common to our locale with or without assistance. Students identify how worms and insects move. Students list ways insects and worms harm plants and people. Teacher and students discuss stages of caterpillars turning into butterflies and moths. If possible, get a cocoon so children can observe it changing to a butterfly. Teacher uses audio visual materials and other material to reinforce the concepts.	

PLAN NO. 4. Learning to Adapt and Function in One's Physical Environment

Content Area IV: Animals and Plants in the Environment

Item No. 8. Fish

RELATED CONTENT ITEMS

Pets P. 230
Insects and Worms P. 233
Knowledge of Physical and Geographical Characteristics P. 237-245

PREREQUISITE SKILLS

Receptive and expressive language
Visual discrimination
Auditory discrimination
Color discrimination
Imitation behavior
Fine and gross motor coordination

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies two fish upon demonstration of task and generalization of verbal cue.	Teacher makes display of pictures/model of different kinds and sizes of fish. With verbal cue, the students can point out two specific fish in the display. Bulletin boards or scrap book art projects may be used to enhance the student's interest.	Filmstrips Animals of the Pond Life in Ponds, Lakes and Streams Finger Plays I Caught a Fish Alive Five Little Fishes Movies Fisherman's Kingdom (General Motors Corp.) Fishing, Luck or Logic (Wright and McGill Co.) What is a Fish
3.) Student identifies fish without assistance. Identify where fish live.	Students can identify fish of different sizes and coloring consistently. Teacher and students discuss where fish live and the places we can find fish. Teacher and students discuss how seawoods and plants protect fish.	
4.) Student identifies fish and where they live. Identifies food fish eat.	Students identify fish, where they live and how plants protect them. Teacher and students discuss what fish eat. Set up an aquarium of fish, sand, rocks, and plants for the children to observe.	
5.) Student identifies fish where they live, and their food. Identifies how fish move and how they breathe in the water.	Students identify fish, where they live, and their food. Teacher and students discuss how the fins and scales help fish to swim. Teacher and students discuss how fish breathe through their gills.	
6.) Student identifies fish, food where they live and how they move and breathe. Lists how fish are beneficial to man.	Students identify fish, their food, where they live, and how they move and breathe. Teacher and students discuss the sport of fishing. Teacher and students discuss fish as a food for man. Take a field trip to the aquarium at a zoo or a city aquarium.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area IV: Animals and Plants in the Environment

Item No. 9: Trees

PREREQUISITE SKILLS

Receptive and expressive language
Visual discrimination
Auditory discrimination
Color discrimination
Imitation behavior
Fine and gross motor coordination

RELATED CONTENT ITEMS
Knowledge of Physical and Geographical Characteristics P. 237-245
Ecology P. 271-272
Gardening and Yardwork P. 501-510

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies a tree upon presentation of verbal characteristic and demonstration of task.	Teacher displays pictures/model of two types of trees. Upon presentation verbal cue, the student can identify specific trees. Teacher and students can take a field trip and identify trees in their locale. On the trip students could collect leaves for a scrapbook.	Finger Plays The Apple Tree Three Little Oak Leaves Leaves Falling Down Two Little Apples Filmstrips A Visit to the Woods (cassette also) Trees Grow Story of Fruits and Vegetables Songs Falling Leaves Trees in Autumn (Music for Living, Book 2 Silver Burdett) In the Orchard (Singing Times, John Day) Falling Leaves (Singing Times, John Day) Books A Tree is Nice (Urdy-Harper) In the Forest (Hallett-Viking) Johnny Appleseed (Norman-Putnam and Sons) Records Walk in the Forest No. 805-Young People's Records Movies Seasonal Changes in Trees Let's Visit a Tree Farm Trees and Their Care A Tree is a Living Thing
3.) Student identifies trees without assistance. Identifies that a tree is a plant. Identifies growth needs of trees.	Students identify trees without assistance. Teacher and students discuss concept that a tree is a plant. Teacher and students discuss that a tree needs soil, water and sunshine for growth. Students should be able to identify various parts of trees (branches, bark, trunk, leaves).	
4.) Student identifies trees and their needs. Identifies the two types of trees.	Students identify trees and their needs. Teacher and students discuss the two types of trees: those that lose their leaves in the fall and the evergreen (Christmas) trees. If possible students should participate in the planting of a sapling and observing it through the seasons.	
5.) Student identifies two types of trees and their needs. Lists ways that trees are helpful to man and animals.	Students identify two types of trees and their needs. Teacher and students discuss ways trees are helpful to man: shade, decoration, fruit and nuts. Teacher and students discuss ways trees shelter and protect animals.	
6.) Student identifies the fruits and nuts from trees.	Students identify the fruits and nuts which come from trees. Teacher and students discuss the different uses of wood and its by-products.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area IV: Animals and Plants in the Environment

Item No. 10: Plants Other than Trees

PREREQUISITE SKILLS

Receptive and expressive language
Visual discrimination
Auditory discrimination
Color discrimination
Imitation behavior
Fine and gross motor coordination

RELATED CONTENT ITEMS

Knowledge of Physical and Geographical Characteristics P. 237-245
Footology P. 271-272
Gardening and Yardwork P. 501-510

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies a plant and its related parts upon demonstration of task and presentation of verbal cue.	Teacher displays pictures/modes of different plants. With verbal cue and assistance, students can identify plants and their related parts. Field trips and bulletin board projects will enhance students' knowledge of the topic.	Movies What Plants Need for Growth Growth of Seeds Plants that Live in Water Filmstrips How a Plant Grows Let's Learn about Seeds Plants Flowers, Seeds, and Fruit Plants Grow Records No. 1003-Planting a Carrot Seed (Children's Guild Records) Books Seeds and More Plants (Selsam-Warper) Songs Oats and Beans Complete Nursery Song (Lathrop) Teaching Pictures No. 30700-Plants
3.) Student identifies plants without assistance. Identifies specific needs of plants.	Students identify two specific plants. Teacher and students discuss that plants need soil, water, and sunshine to grow. Teacher and students discuss concept that some plants need extra care such as hoeing, weeding, and cultivating. Teacher and students plant some seeds in a flat/window box, care for them, and observe them growing.	
4.) Student identifies plants and their needs. Identifies ways plants are helpful and grow.	Students identify plants and their needs. Teacher and students discuss three ways plants can be started: seed, cuttings, bulbs. Teacher and students start a plant with a cutting. Teacher and students plant a bulb and watch it grow. Teacher and students visit a greenhouse.	
5.) Student identifies plants, their needs and methods of growing plants. Lists two ways plants are helpful to man and animals.	Students identify plants, their needs, and ways of growing them. Teacher and students list the ways plants are useful to man. Teacher and students discuss ways plants help animals.	
6.) Student identifies four types of plants and characteristics of each.	Teacher and students categorize plants into garden plants, farm plants, cereal plants, and decorative plants. Students participate in art projects and field trips that involve plants and their uses.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area V: Knowledge of Physical and Geographical Characteristics

Item No.1: Identifies Puddles and Ponds

PREREQUISITE SKILLS

Expressive language
Receptive language
Visual discrimination
Gross motor coordination

RELATED CONTENT ITEMS

Plants and Animals P. 227-236
Knowledge of Physical and Geographical Characteristics P. 237-245
Concept of Weather P. 220-226
Ecology P. 271-272

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies a puddle upon demonstration of task and presentation of verbal cue.	To develop awareness of puddles, the teacher displays pictures/models of rain and puddles. Teacher and pupils observe raining outside from windows. Observe collecting of water into puddles. Teacher will present the student with pictures of puddles and student will identify puddles upon request.	Filmstrips Fun on a Rainy Day Life in Ponds, Lakes and Streams Animals of the Pond Birds of Our Ponds and Marshes Streams and Ponds Finger Plays Rhymes for Fingers and Flannel boards (Scott and Thompson-McGraw-Hill)
3.) Student differentiates the proper attire and precautions around puddles.	To develop an awareness of appropriate clothing around puddles, teacher displays pictures/models of rain wear, boots, etc. Students can dress dolls for rain. Teacher and pupil participate in putting up flannel board cut-outs for rainy day. Teacher and students discuss precautions to be used when near puddles. Student labels rain attire and identifies puddles upon request.	Books Jr. Science Book of For Life (Crosby-Carrard Publ. Co.) Bubo, Story of a Toad (McClung-Wm. Morrow & Co.) Movies Fresh Water Pond Raindrop Splash Rainshower (BAVI)
4.) Student identifies a pond upon request and discriminates between ponds and puddles.	Teacher adds pictures/model of ponds to the display of puddles. Teacher points out the differences in size between puddles and ponds. Following verbal cue, "Show me the pond," the student points to the appropriate pictures.	Instructo Weather Cut-outs Peabody Kit Level P Weather cut-outs Filmstrip and Record A Visit to the Pond
5.) Student differentiates proper precautions around puddles and ponds.	Teacher and students discuss precautions to be used around ponds. They make a list. Students can name three precautions to take around puddles or ponds.	
6.) Student identifies puddles and ponds, proper attire and precautions around puddles and ponds. Student names two animals that live in a pond.	Teacher adds pictures/model of pond plant and animal life to the display. Teacher requests that the student identify two animals that live in a pond. Teacher and students discuss the plants and animals found near and in ponds. Teacher and students take a field trip to a pond and observe pond life. Afterwards they can make a scrapbook of pond life. Students and teacher participate in appropriate charts, bulletin board or artwork to reinforce the concept.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

PREREQUISITE SKILLS

Expressive language
Receptive language
Visual discrimination

Content Area V: Knowledge of Physical and Geographical Characteristics

Item No. 2: Identifies Lakes

RELATED CONTENT ITEMS
Plants and Animals P. 227-236
Knowledge of Physical and Geographical Characteristics P. 237-245
Concept of Weather P. 220-226
Ecology P. 271-272
Ice Skating P. 564

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies that a lake is larger than ponds and puddles upon request.	Teacher adds pictures/model of lakes to display of puddles and ponds. Following verbal cue, "Show me the biggest or most water," the student responds by pointing to the lake with assistance. Students discriminate puddles, ponds, and lakes in display upon teacher demonstration of desired response.	Finger Plays Dive Little Tadpole Flashes Turtles Ten Little Froggies (Rhymes for Fingers and Flannel Boards, Scott and Thompson-McGraw Hill)
3.) Students can identify some characteristics of lakes and areas around lakes upon request.	Teacher displays pictures/models of wooded areas, marshes, fields, residential areas, towns, etc. near lakes. Teacher and students discuss different kinds of areas that might be found near lakes. Students point out areas discussed from display.	Filmstrips Lakes, Streams, Ponds and Rivers Life in Ponds, Lakes and Streams Birds of our Ponds and Marshes Life in Ponds, Lakes, and Streams
4.) Students identify water sports connected with lakes and names rules and precautions to use.	Teacher displays pictures/model or actual equipment such as: fishing equipment, swimming suit, life jackets, oars, water skis, boating and canoeing, etc. Teacher and students discuss pictures/model or equipment on display. Teacher and students discuss and list rules and precautions to follow when participating in water sports. Teacher is referred to PLN NO 9 Learning Good Use of Leisure Time, Content Area II Developing and maintaining swimming skills for more complete information concerning this task.	Books First Book of Camping (Jones-Watts) First Book of Fishes (Watts) First Book of Ships (Bendick)
5.) Students identify other recreational areas near lakes and precautions to use around these areas.	Teacher displays pictures/models of picnic areas, campgrounds, playgrounds, hiking trails, and scenic drives. Teacher and students discuss recreation near lakes using the display. Teacher and students discuss and list the precautions to use when in these areas. Students with assistance from teacher participate in making a group booklet or individual booklets on "Vacation by a Lake."	Movies Canoeing the Big Country Transportation America's Island Waterway Lakes Pond Insects
6.) Students identify general characteristics of lakes (sports) and recreation on or near a lake.	Teacher adds larger fishing boats, steamers, etc. to the picture/model display. Students name lakes near home or school. Students find these lakes on a map with teacher assistance. Teacher and students discuss bird and animal life near lakes. Teacher and students discuss transportation and commercial use of our large lakes.	Songs I Had a Little Turtle Music in Our Town Walking in the Sand New Horizons in the Land

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area V: Knowledge of Physical and Geographical Characteristics

Item No. 3: Identifies Streams, Brooks and Rivers

PREREQUISITE SKILLS

Expressive language
Receptive language
Visual discrimination

RELATED CONTENT ITEMS

Plants and Animals P. 227-236
Knowledge of Physical and Geographical Characteristics P. 237-245
Concept of Weather P. 220-226
Ecology P. 271-272
Skills Pertaining to One's Community P. 177-45

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies a brook/stream upon demonstration of task and presentation of verbal cue.	Teacher puts up display of brooks/streams using pictures/model. With verbal cue "show me the brook/stream," the student points to the water and follows it on picture/model with assistance.	Filmstrips Lakes and Rivers Streams and Ponds Life in Ponds, Lakes, and Streams (Eyegate or SVE)
3.) Student identifies a river upon request and discriminates between brooks, streams and rivers.	Teacher adds pictures of model of rivers to display of brooks/streams. With verbal cue, "Show me the picture/model that have more water," the child points to the river. Students respond on verbal cue, "Point to the stream/brook or point to the river," physical assistance may be necessary.	Books Where the Brook Begins (Bartlett-Crowell) Let's Go to the Brook (Huntington-Doubleday)
4.) Student discriminates streams, brooks and rivers without assistance. Identifies some types of land areas that rivers flow through.	On verbal cue, "Show me a brook/stream or show me a river," the student responds correctly without physical assistance. Teacher displays pictures/models of wooded areas, marshes, fields and meadows. Teacher and pupils discuss that rivers flow through different kinds of areas and points out these areas in display. Teacher and students participate in drawing or artwork of rivers	Songs Row, Row, Row Your Boat Music Through the Day (Silver Burdett) The Row Boat Singing Time (John Day Co.)
5.) Student identifies some kinds of land areas that rivers flow through and identifies some sports and recreation found along rivers.	Teacher adds pictures/model to display picnic areas, campgrounds, fishing, boating, water skiing, and swimming. Teacher and students discuss recreation on and near rivers and uses display to point them out.	Movies Wisconsin River Birds of the Marshes World in a Marsh
6.) Student identifies rivers and kinds of land areas they flow through. Describe use of rivers for power and transportation.	Teacher and students discuss plant, animal, and bird life in and along rivers. Teacher and students discuss use of power from rivers and transportation on rivers.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

PREREQUISITE SKILLS

- Expressive language
- Receptive language
- Visual discrimination
- Gustatory discrimination
- Gross and fine motor coordination

RELATED CONTENT ITEMS

- Earth P. 210
- Fish P. 234
- Ecology P. 271-272

Content Area V: Knowledge of Physical and Geographical Characteristics

Item No. 4: Identifies Oceans

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1. Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies an ocean upon demonstration of task and presentation of verbal cue.	Teacher displays pictures/models of oceans. With verbal cue and assistance, the student points to the ocean.	Filmstrips True Book of Oceans Oceans and Coasts Birds of Ocean, Beaches and Salt Marshes Ocean Ships at Work (SVE or Eyegate)
3.) Student identifies oceans as being largest of the bodies of water.	Teacher adds other pictures/models of bodies of water to the display and explains what an ocean is. On verbal cue, "Show me the picture that has the most or largest amount of water," the student points to the ocean. Students and teacher will make a list of the bodies of water i.e. lakes, ponds, swamps, oceans, etc.	Books I Saw the Sea Come In (Tresselt-Lathrop) Tugboats, Little Toot (Gramathy-Putnam) Come Again, Pelican (Freeman-Viking) Henry, A Fisherman (Brown-Scribner) True Book of Oceans (Child World) Filmstrip and Record A Visit to the Seashore (Encyclopedia Britannica)
4.) Student identifies an ocean and its composition, salt water.	Teacher provides an experiment by adding salt to water. Students taste salty water and fresh water. By tasting, the student can identify the salty water. Upon verbal cue, the student will point to the salt H ₂ O demonstrating his/her knowledge of the composition of the ocean.	Movies Earth, Its Oceans Ocean Voyage Freighter at Sea (BAVI)
5.) Student lists and identifies different kinds of ships and boats that travel on oceans.	Teacher displays pictures/models of fishing boats, passenger ships, freighters, sailboats, etc. Teacher and students discuss various kinds of boats and point them out in display. Teacher and students participate in drawing boats and ships, and putting together a scrapbook.	Songs Throwing Seashells New Music for Horizons Walking in the Sand Page-plays Five Little Seashells
6.) Students identify animals and plant life in oceans. Generalizes into transportation on oceans.	Teacher makes display of pictures/model of shells, sands, fish, seaweed, coral, etc. Teacher and students discuss things found in sea using the display and make a list from the display. Teacher has the students design art booklets "The Oceans and Me."	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area V: Knowledge of Physical and Geographical Characteristics

Item No. 5: Identifies Clouds

PREREQUISITE SKILLS

Expressive language
Receptive language
Visual discrimination
Gross motor coordination

RELATED CONTENT ITEMS

Concept of Weather P. 220-226

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies clouds in a picture upon request.	Teacher displays pictures/models of clouds. With verbal cue "Show me a cloud," the student can point out a cloud. Teacher and students go outside and teacher explains the functions of clouds.	Filmstrips World of Clouds Thunder and Lightning Adventures of a Rainy Day Finger Plays Ten Little Snowmen The Rain Rhymes for Fingers and Flannel boards Books Clouds, Rain and Snow (Parker-Harper) The Storm Book (Zolotow-Harper)
3.) Student identifies a cloud in a picture and in the sky upon request and names one function of a cloud.	Students will point out clouds in pictures/model when presented with the verbal cue. Students can identify clouds in the sky when outside or looking out the window. Teacher lists basic functions of clouds and the student names one function upon request.	Songs Rain, Rain Go Away Complete Nursery Song Book Lathrop
4.) Student will differentiate between cloudy days, partly cloudy days and stormy days upon request.	Teacher and students discuss the weather and the formation of clouds in relation to weather. Teacher and students compose daily news story and include the weather for the day. Students portray the weather using flannel board cut-outs.	Record Indoors When it Rains (Children's Record Guild)
5.) Students will identify the difference between cloudy, partly cloudy, and stormy days upon request.	Students can identify the type of day such as sunny, cloudy, partly cloudy, or stormy day. Students help the teacher compose the news story by naming the weather conditions for the day. Students can put up the proper flannel board cut-outs for the type of day.	Teaching Pictures We Dress for the Weather No. 285, Learning Shop Movies Clouds (BAVI)
6.) Student identifies that rain, hail, sleet and snow come from clouds.	Teacher displays pictures/model of rain, and snow. Teacher and students discuss how clouds affect our weather. With verbal cue, the students point out rainy and snowy days. Teacher and students discuss concept of hail and sleet.	

PLN NO. 4: Learning to Adapt and Function in One's Physical Environment

Content Area V: Knowledge of Physical and Geographical Characteristics

Item No. 6: Identifies Hills and Mountains

PREREQUISITE SKILLS

Expressive language

Receptive language

Visual discrimination

Gross motor coordination

RELATED CONTENT ITEMS

Skills Pertaining to One's Community R.177-85

Earth P. 210

Knowledge of Physical & Geographical

Characteristics P. 237-245

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies a hill upon presentation of verbal cue.	Teacher displays pictures or model of a hill. With verbal cue, the student can point to the picture of the hill. Physical assistance may be necessary.	Filmstrips Mountains Movies Rocky Mountains, Continental Divide Songs The Bear Went Over the Mountain Comp. Nursery Song Book (Lathrop) Books Timothy Robins Climbs the Mountain (EM Hale & Co.)
3.) Identifies a hill without assistance. Identifies a mountain upon demonstration of task and presentation of verbal cue.	Teacher adds pictures of mountains to display. Teacher and students discuss and demonstrate that mountains are much taller or higher than hills. With verbal cue, "Show me the highest or tallest places on the pictures/model, the student can point out the mountains. The students can point out the pictures/model of hills.	
4.) Student will discriminate between hills and mountains without assistance.	On verbal cue, the students can point out the pictures/models of hills and mountains consistently. Teacher and students discuss that all parts of the country do not have mountains. They decide if there are mountains and hills near their part of the country. Teacher and students find mountains on a map to reinforce the concept. Students participate in drawing and coloring mountain pictures.	
5.) Student will identify two characteristics of mountains upon request.	Teacher displays various mountain formations. Teacher and students discuss that some mountains have forests, some rocky peaks, etc. Students point these out in the pictures with assistance. Teacher and students discuss that all mountains are not same in height, width, etc. Discuss about snow on some mountains. Point out in display.	
6.) Animals found in mountain areas will be discussed. Students name two summer and/or winter recreation or sports of mountain areas.	Teacher displays pictures/model of animals found in mountainous areas. Teacher and students discuss the habitat of animals of mountain areas. Teacher and students discuss sports and recreation found near and on hills and mountains.	

PLAN NO 4: Learning to Adapt and Function in One's Physical

Environment

Content Area V: Knowledge of Physical and Geographical Characteristics

Item No.7: Identifies Types of Maps

PREREQUISITE SKILLS

Expressive language
Receptive language
Visual discrimination
Gross motor coordination
Fine motor coordination

RELATED CONTENT ITEMS

Skills Pertaining to One's Community P. 177-85
Earth P. 210
Knowledge of Physical & Geographical
Characteristics P. 237-245

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies a map upon request.	Teacher displays maps of school room, playground, road, city, county maps. With verbal cue, "Point to a map," and "Now point to another kind of map." The student can point to maps in the display.	Collection of: County maps City maps State highway maps Relief maps Globe U. S. map Weather map
3.) Student identifies that each map has a specific purpose and is used to assist people.	Teacher and students point out types of maps from display. Teacher and students discuss purpose of the different maps. Students can state one purpose of different maps. Verbal guidance may be necessary.	Movies Maps Maps and Their Uses Maps are Fun Maps of Our School Introducing Globes
4.) Student identifies two different kinds of maps and names one function of each.	Students identify two different maps. Students identify specific function for each of the maps. Teacher introduces an art/geography project where the students participate in creating a map of the classroom.	
5.) Students will identify highways, rivers, and lakes on a map upon demonstration of the task and presentation of the verbal cue.	Teacher will point out and identify highways, rivers and lakes and request that the student imitates the response. Teacher and students will make a list of the various maps and one function of each.	
6.) Student will identify a globe and the mountainous areas, oceans, and lakes upon request.	Teacher will present the student with globe and label the various parts. Upon request, the student will point to and label the designated areas of the globe. Teacher should explain that a globe is a representation of the earth and name two functions of a globe in relation to academic programming.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area V: Knowledge of Physical and Geographical Characteristics

Item No. 8a: Identifies Components of Cities, Towns, and Villages

PREREQUISITE SKILLS

Expressive language

Receptive language

Visual discrimination

Gross motor coordination

RELATED CONTENT ITEMS

Skills Pertaining to One's Community P. 177-85

Plants and Animals P. 227-236

Knowledge of Physical & Geographical Characteristics P. 237-245

Safety in the Community P. 364-373

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies a city or town upon presentation of verbal cue and demonstration of task.	Teacher displays pictures/models of towns and cities. Teacher and students discuss concepts of differences between towns and cities. Students point out the towns and cities from the display with verbal cue.	<u>Movies</u> City and Its Region City What Is a City Urban Sprawl Town Come Alive Milwaukee Way Living City Town and Country Recreation <u>Records</u> Visit to the Park (Educational Record Sales) <u>Books</u> All Around the Town (McGinley-Lippincott) Tale of Johnny Town Mouse (Warner-Lippincott) City Boy, Country Boy Billy and Lee Wake Up City (Davolain-Lathrop) A Walk in the City (Dawson-Viking) <u>Filmstrip</u> Vegetables for the City Animals and Plants of the City
3.) Student identifies a town and a city and names differences between villages, towns and cities.	Teacher and students discuss concept of components of a village. Compare components of a village with components of towns and cities. With verbal cue, the students point out villages, towns, and cities in pictures/models. Students will state whether they live in a village, town, or city. Students find village, town, cities (if any) on a map of their county.	
4.) Student identifies villages, towns and cities and shopping area of a city.	Students can point out villages, towns, cities in pictures/model. Teacher displays pictures/model of various type of stores and shopping centers. Teacher and students point out and discuss various types of stores from display.	
5.) Student identifies residential area (sections) of town and cities. Identifies schools and churches.	Teacher displays pictures/model of homes, schools, and churches. Teacher and students discuss concept of a residential area, schools, and churches. With verbal cue, the students point out homes, schools, and churches from display. Students can make scrapbook of animals found in the city.	
6.) Student identifies industrial section of cities and names one component of an industrial section.	Teacher displays pictures/model of type of factories and industrial plants. Teacher and students discuss concept of industrial areas and point out plants and factories from display. Teacher and students discuss parks and recreational areas found in a city or town.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area V: Knowledge of Physical and Geographical Characteristics

Item No. 8b: Identifies Components of the Country

PREREQUISITE SKILLS
Expressive language
Receptive language
Visual discrimination

RELATED CONTENT ITEMS
Skills Pertaining to One's Community P. 177-85
Plants and Animals P. 227-236
Knowledge of Physical & Geographical Characteristics P. 237-245
Safety in the Community P. 364-373

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies the country as opposed to the city upon presentation of verbal cue.	Teacher displays pictures/model of city and country. Display includes fields, meadows, woods, swamps and other types of land found in the country. With verbal cue, students point out pictures in display of country from city.	Filmstrips Vegetables for the City Birds of Our Ponds and Marshes Grasslands Film and Cassette A Visit to the Woods A Visit to the Garden Finger Plays On the Farm The Pig The Little Plant
3.) Student identifies fields, meadows, and wooded areas upon request.	Students can point out pictures/model of country and city. Teacher and students discuss concepts of meadows, fields, and woods. With verbal cue, students can point out above land areas found in the country.	Teaching Pictures David Cook Pub. Co. 24273-A Trip to the Farm Study Prints At the Farm, Learning Shop Movies Farmyard Babies Farm Babies and Their Mothers Truck Farm Daily Farm Feeding Farm Animals Songs In the Farmyard Books Farm Animals (Manheim-Knopf) Let's Go to the Farm (Sootin-Pinam) Over in the Meadow (Langstaff Harcourt)
4.) Student identifies various types of land areas found in the country. Identifies a farm and farming area.	Teacher adds pictures/model of farms and farming areas to display. Teacher and students discuss swamp and marsh areas found in country and review fields, meadows and woods. Students point out above land areas from display. Teacher and students discuss and point out farming areas and farm life.	
5.) Student identifies land areas found throughout the country and a farm and farming area. Identifies a truck (gardening) farm.	Teacher adds truck farming pictures/model to the display. With verbal cue, students can point out truck farming pictures from other farms and land areas in display. Teacher and students discuss components of truck farming. Students participate in drawing and coloring vegetables raised on truck farms.	
6.) Student identifies farming areas, truck farming and the various types of land areas found in the country. Explains the difference between city and country life.	Students identify the various land areas, farm, and farming areas, truck gardening and other components of country farm display. Students discriminate city and country life. Teacher and students discuss bird, animal, and plant life found in various types of land areas in country.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area VE Skill in Using Power Equipment

Item No. 1: Proper Use of Band Saw

PREREQUISITE SKILLS

Gross and fine motor coordination
Imitation behavior
Eye-hand coordination
Visual tracking
Receptive language
Expressive language

RELATED CONTENT ITEMS

Electricity P. 217
Jig Saw P. 247
Sabre Saw P. 248
Hand Saw P. 261
Ruler P. 269
Try Square P. 270

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can identify band saw and operate switch upon demonstration of task and presentation of verbal cue.	Teacher describes the band saw and shows the safe use of the band saw. Teacher labels the various parts of the band saw. Teacher assists the student on positioning the front of saw for cutting and operating the switch. Physical assistance may be necessary. All safety precautions should be taught before any cutting is initiated.	Power equipment can be used to assist in making projects or in a work-study setting.
3.) Student can turn on saw and place stock in position upon request.	The student is assisted with approaching and identifying the band saw. The student is given opportunities to turn the saw on and off. Teacher demonstrates and assists with placing stock on saw table. Physical assistance may be necessary.	
4.) Student can operate switch independently and place stock in position simulating the cutting of an object.	Teacher aids student in holding stock; and directing it toward the blade. With the saw "off" the student is given opportunities to move stock across saw table simulating sawing of stock. Teacher explains the safety measures that must be observed.	
5.) Student will saw the stock using safety measures.	The student operates the saw cutting stock with teacher assisting and holding handle in place. Teacher provides verbal guidance if necessary. Physical assistance may be necessary.	
6.) Student will saw the stock and name two safety precautions that must be observed when using a band saw.	Upon teacher request, the student can manipulate the switch and saw stock in a correct safe manner. Teacher and students will make a list of safety precautions that must be observed when using a band saw. Student will name two safety precautions upon request.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area VI: Skill in Using Power Equipment

Item No. 2: Proper Use of Jig Saw

PREREQUISITE SKILLS

Gross and fine motor coordination
Eye-hand coordination
Visual tracking
Receptive language
Expressive language
Imitation behavior

RELATED CONTENT ITEMS

Electricity P. 217
Band Saw P. 246
Sabre Saw P. 248
Hand Saw P. 261
Use of Ruler P. 269
Personal Habits and Skills for Work P. 385-392

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will identify jig saw and on/off switch upon request.	Teacher illustrates uses of jig saw 'pointing out the safe use. The student labels the saw and identifies the on/off switch, either by pointing or verbally labeling it. Physical and/or verbal guidance may be necessary. All safety precaution should be taught before any cutting is initiated.	Jig saw Stock Screw driver
3.) Student will operate on/off switch and make lateral cut with physical assistance and verbal guidance.	The student practices turning the saw on and off upon demonstration of task by the teacher and presentation of the verbal cue. With the blade removed the student is assisted in practicing cutting. Upon direction by teacher, the student will make a lateral cut.	
4.) The student will adjust the foot and change the blade upon demonstration of task.	Teacher will demonstrate the precautions to observe and the procedure required to adjust the foot and change the blade. Note: the machine must be unplugged. Under close supervision, student will execute the desired response. Teacher will demonstrate the use of a screwdriver which is used when changing the blade.	
5.) Student will operate the on/off switch, and make lateral and scroll cuts upon demonstration of the task.	The student will identify and label the on/off switch and make lateral cuts. Teacher will demonstrate the procedure used in making scroll cuts. Student will imitate the desired behavior upon request. Physical assistance may be necessary.	
6.) Student will identify on/off switch, make lateral and scroll cuts without assistance, and adjust foot and blade with machine unplugged.	Teacher will request that student make lateral and scroll on a given piece of wood. The student will explain the necessary safety precautions that must be observed when adjusting the foot and changing the blade. Student will change blade and adjust foot upon request. All adjustments should be checked before any cutting is attempted.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area: VI: Skill in Using Power Equipment

Item No. 3: Proper Use of Sabre Saw (Portable Jig Saw)

PREREQUISITE SKILLS

Gross and fine motor coordination
Eye-hand coordination
Visual tracking
Receptive language
Expressive language
Imitation behavior

RELATED CONTENT ITEMS

Electricity P. 217
Electrical Outlets P. 354
Band Saw P. 246
Jig Saw P. 247
Hand Saw P. 261
Use of Ruler P. 269

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can identify sabre saw and on/off switch upon request.	Teacher illustrates the proper use of saw; pointing out the safe use. Student verbally labels saw and identifies the on/off switch. Teacher demonstrates the correct hand positions when handling the saw. All safety precautions should be taught previous to any cutting.	Sabre saw Thin wood
3.) Student will operate on/off switch and cut a straight line holding stock firm upon request.	Teacher demonstrates how to operate the on/off switch and cut in a straight line. With assistance, the student makes straight cuts of two to four inches. The securing of stock is demonstrated with the proper placement of non-operating hand. Teacher stresses the necessary safety precautions that must be observed.	
4.) Student will operate on/off switch, test two safety precautions that must be observed and cut straight line 2 to 4 inches long.	Teacher demonstrates the correct use of the jig saw and the students list the precautionary steps that must be observed when operating the jig saw. The student lists two safety precautions and cuts a straight line two to four inches upon request.	
5.) Student cuts out thirty degree, sixty degree, and ninety degree angles and loosens screw that is securing the blade upon request.	The teacher demonstrates the use of the jig saw and its ability to make angle cuts. With physical assistance, and pre-drawn lines, the student will cut specific angles. Teacher will demonstrate the procedure necessary for changing the blade. Note: saw must be unplugged. Student will loosen the screw that secures the blade.	
6.) Student will make lateral and angles cuts and change the blade of the saw observing the necessary safety precautions.	Teacher will demonstrate the procedure for removal of blades. Student will obtain the necessary tools, unplug the saw and change the blade. Physical assistance may be necessary.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment at

Content Area VI: Skill in Using Power Equipment

Item No. 4: Proper Use of Belt Sander

PREREQUISITE SKILLS

Gross and fine motor coordination
Eye-hand coordination
Visual tracking
Receptive language
Expressive language
Imitation behavior

RELATED CONTENT ITEMS

Electricity P. 217
Portable Sander P. 250
Sandpaper P. 258
Electrical Outlets P. 354
Personal Habits and Skills for Work P. 385-392

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can identify belt sander and on/off switch and put on dust mask appropriately upon request	Teacher assists student in identifying sander and placing dust mask on. Teacher demonstrates switch and the proper use of the sander. Student will verbally label the sander and identify the on/off switch.	Heavy stock Square Dust Mask Pencil Belt Sander
3.) Student will operate switch and sand end of stock, upon demonstration of task and presentation of verbal cue.	Teacher demonstrates the correct hand position for operation of the belt sander. With physical assistance, the student will operate the on/off switch and hold the belt sander securely.	
4.) Student will operate the belt sander, list two precautionary steps and sand the end of wood with physical assistance.	Teacher and students make a list of precautionary steps that must be observed when operating belt sander. The student will list two precautionary steps and sand the ends of wood upon demonstration of task by the teacher. If teacher wishes, the steps in changing a worn out belt can be demonstrated.	
5.) Student will sand edges of a piece of wood and check to see that they are square.	Upon request, the student will sand the edges of a piece of wood. Teacher demonstrates the use of a square on the edge. Student will imitate the desired response and color the appropriate areas that need further sanding. Physical and/or verbal assistance may be necessary.	
6.) Student will sand edges and ends and check the ends for squareness.	Teacher will review proper use of a belt sander and explain its purpose: for smoothness, etc. Student will use the sander properly and check the ends with a square.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area VI: Skill in Using Power Tools

Item No. 3: Proper Use of Portable Sander

PREREQUISITE SKILLS

Gross and fine motor coordination
Eye-hand coordination
Visual tracking
Receptive language
Expressive language
Imitation behavior

RELATED CONTENT ITEMS

Electricity P. 217
Sandpaper P. 258
Belt Sander P. 249
Electrical Outlets P. 354
Personal Habits and Skills for Work P. 385-392

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will identify portable sander on/off switch upon request.	Teacher demonstrates how to hold sander and operate switch, moving sander on surface. Teacher assists student in operating switch and holding sander. Student will verbally label the sander and identify the on/off switch.	Screw driver Sandpaper Pencil Portable Sander
3.) Student will operate switch and smooth surface upon demonstration of task and presentation of verbal cue.	Teacher demonstrates correct use of sander--following the grain and the correct hand position in operating a sander. With physical assistance the student will operate on/off switch and hold portable sander securely.	
4.) Student will sand surfaces, polish and clean glued joints upon demonstration of task.	Student will sand in the proper direction. Teacher demonstrates the procedure for checking the smoothness of surfaces and glued joints. Student will discriminate between smooth and rough surfaces. Physical and/or verbal guidance may be necessary.	
5.) Student will sand in the correct directions and change the sandpaper when necessary.	Teacher presents worn as opposed to usable sand paper. The student will discriminate between the two types. Teacher demonstrates the proper method of replacing worn sandpaper. Physical and/or verbal guidance may be necessary.	
6.) Student will operate the electric portable sander and demonstrate the procedure of replacing worn sand paper upon request.	Student will discriminate between worn and usable sandpaper and be able to use the portable sander appropriately.	

PLAN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area VI: Skill in Using Power Equipment

Item No. 6: Drill Press

PREREQUISITE SKILLS

Gross and fine motor coordination
Eye-hand coordination
Visual tracking
Receptive language
Expressive language
Imitation behavior

RELATED CONTENT ITEMS

Electricity P. 217
Electric Drill P. 252
Hand Drill and Bits P. 267
Electrical Outlet P. 354
Personal Habits and Skills for Work P. 395-392

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will identify drill press, and clamp as rap stock to table and identify on/off switch upon demonstration of the task.	Teacher demonstrates procedure for drilling. The student clamps stock to table and identifies on/off switch. Teacher should label the various components of a drill press and the student will imitate the desired response. All safety precautions should be emphasized prior to drilling (no loose clothes, necklaces or long hair near drill press while in operation).	Stock Clamp Drill Press
3.) Student will clamp stock to table and operate on/off switch. Student manipulates the handle that feeds pressure to the stock.	Teacher assists student in feeding pressure to the stock. Student will then turn on the drill press and feed pressure to the stock while the machine is in operation.	
4.) Student will clamp the stock to the table and align the wood so that the drill will enter at a specific point.	Upon demonstration of task, the student will clamp stock to table aligning bore area and bit with the wood. Student will apply pressure causing drill to meet the wood at a specific point--machine is not in operation. Physical and/or verbal guidance may be necessary.	
5.) Student will drill a hole in the wood at a designated point and assist in changing the drill bit.	Student will apply pressure to the arm allowing the drill bit to enter the wood at a specific point. Teacher, with student's assistance, will change the drill bit. Note: the drill press switch must be in the 'off' position and the press unplugged.	
6.) Student will operate drill press for simple boring operations and change drill bits in a safe manner.	Student will align the wood with drill bit and the bore hole and proceed to drill a hole at a specific point. Student will demonstrate the proper safety procedure for changing drill bits.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area VI: Skill in Using Power Equipment

Item No. 7: Proper Use of Electric Drill

PREREQUISITE SKILLS

Gross and fine motor coordination
Eye-hand coordination
Visual tracking
Receptive language
Expressive language
Imitation behavior

RELATED CONTENT ITEMS

Electricity P. 217
Drill Press P. 251
Hand Drill and Bits P. 267
Electrical Outlet P. 354
Personal Habits and Skills for Work P. 385-392

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will identify drill and on/off switch upon request.	Teacher demonstrates how to hold drill and identify the switch. Student is assisted in grasping the drill properly. The drill should be unplugged. All safety precautions should be taught prior to drilling. (Same precautions as drill press.)	Scrap stock Vice Stock for project Hammer Nail Electric Drill
3.) With verbal and physical guidance, student places stock in holding devices and begins boring holes.	Teacher assists student in placing stock in vice. With assistance, the student will bore holes in predetermined "targets". (Target can be made by teacher with a pencil or with a nail puncture. Teacher may allow student to do this.) Teacher assists with applying pressure.	
4.) Student will place stock in holding device and bore holes in wood being extremely careful to make the hole straight.	Student will grip the drill in the proper manner to ensure a secure positioning. With wood in the vice, student will drill a specific point that has been marked. Teacher will aid the student in making the drill enter in a straight line.	
5.) Student will bore holes in wood at specific points and change drill bits with assistance.	Teacher demonstrates the procedure for changing drill bits. Note: the drill must be unplugged before drill bits are removed. Student will change drill bits with assistance.	
6.) Student will drill holes in specific points, and change drill bits observing the necessary safety precautions.	Student will demonstrate his/her ability to drill holes and change drill bits following the necessary precautionary steps.	

PLN NO. 4: Learning to Adapt and Function in One's Physical Environment

Content Area VI: Skill in Using Power Equipment

Item No. 3: Proper Use of Grinder

PREREQUISITE SKILLS

Gross and fine motor coordination
Eye-hand coordination
Visual tracking
Receptive language
Expressive language
Imitation behavior

RELATED CONTENT ITEMS

Electricity P. 217
Electrical Outlet P. 354
Personal Habits and Skills for Work P. 385-392

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will identify grinder and hold tool to be ground at rest upon demonstration of task.	Teacher identifies and demonstrates the use of a grinder. Student holds tool at rest with grinder off. Physical and/or verbal guidance may be necessary. All safety precautions should be taught prior to drilling.	Grinder Cutting tool (Chisel wedge) Water
3.) Student will hold tool to be ground at rest at proper angle upon demonstration of the task.	Teacher demonstrates to the student the proper angle that the tool must be held. Student identifies on/off switch upon request.	
4.) Student will hold tool that is to be ground at proper angle and turn the machine on.	Student identifies on/off switch and places it in "on" position. Teacher assists student in applying pressure with the tool to the head of the grinder.	
5.) Student will sharpen tool having it at the proper angle and assists in tempering the tool in water.	Student operates the grinder and sharpens a specific tool. Teacher assists students in tempering the tool that is sharpened in water.	
6.) Student will operate the grinder and observe the necessary safety precautions in sharpening tools.	Students and teacher should make a list of rules that the student must observe when operating a grinder. Student will sharpen a chisel or wedge using the grinder. Physical and/or verbal guidance may be necessary.	

PLAN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area VI: Skill in Using Power Equipment

Item No. 9: Proper Use of Portable Jet Spray Power Washer

PREREQUISITE SKILLS

Gross and fine motor coordination
Eye-hand coordination
Visual tracking
Receptive language
Expressive language
Imitation behavior

RELATED CONTENT ITEMS

Electricity P. 217
Electrical Outlets P. 354
Personal Habits and Skills for Work P. 385-92
Car Wash Attendant P. 418
Washing Car Exterior P. 490

DEVELOPMENTAL OBJECTIVES	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies jet spray washer and on/off switch. Student connects hose to jet spray washer.	Teacher identifies jet spray washer and on/off switch. Teacher demonstrates the method of connecting the hose to the job spray washer. Student will identify washer and switch and connect hose to washer upon request. All safety precautions should be taught.	Cleaning solvent Automobile Jet spray washer
3.) Student will connect hose, operate on/off switch and disengage nozzle trigger.	Student will connect hose and upon demonstration of task, operate on/off switch and disengage nozzle trigger. Physical and/or verbal guidance may be necessary.	
4.) Student prepares washer for use and activates spray washer to wash an automobile.	Teacher demonstrates the correct operation of the jet spray washer. Demonstrates back and forth arm motion as well as top to bottom. Teacher will assist student in washing an automobile and operating the jet spray washer.	
5.) Student will operate jet spray washer and connect cleaning solvent to nozzle upon request.	Teacher will demonstrate the correct method of connecting the cleaning solvent to the nozzle. Upon request, the student will imitate the desired response and operate the jet spray washer. Physical and/or verbal assistance may be necessary.	
6.) Student will make the necessary connections for operation of jet spray washer and wash an automobile.	Teacher will verbally guide student if necessary and student will connect the solvent and operate the jet spray washer.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area VI: Skill in Using Power Equipment

Item No. 10: Proper Use of Snow Blower

PREREQUISITE SKILLS
Gross and fine motor coordination
Eye-hand coordination
Visual tracking
Receptive language
Expressive language
Imitation behavior

RELATED CONTENT ITEMS
Personal Habits and Skills for Work
P. 385-392
Shoveling Snow P. 506

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies snow blower and on/off switch upon request.	Teacher verbally labels the snow blower, identifies the on/off switch, and demonstrates the proper method of starting the engine. Upon request, student will label snow blower and on/off switch. Physical and/or verbal guidance may be necessary.	Gas Oil Broom Snow blower Pavement with painted line
3.) Student will start engine and name two safety precautions that must be observed when operating the snow blower.	Teacher and students will list the necessary safety measures that must be observed. Teacher demonstrates the proper method of starting the engine. Student will name two safety precautions. Student will start the engine upon request. Physical and/or verbal assistance may be necessary.	
4.) Student will start engine, activate propeller blade and identify the brake and shift lever.	Teacher will demonstrate the proper method of starting propeller blade and identify brake and shift lever. Student will imitate the desired response upon request. Physical and/or verbal assistance may be necessary.	
5.) Student will shift snow blower into forward and apply brake to stop machine. Student adjusts chute to proper side.	The teacher will demonstrate the use of brake and the proper method of shifting the gear of the machine. Teacher will explain the purpose of the chute and the method of adjustment. Upon request, the student will operate machine and adjust chute.	
6.) Student will operate snow blower and cut a path with the proper chute adjustment. Student maintains simple maintenance upkeep.	Teacher demonstrates the proper method of cutting a path with proper chute adjustment. Teacher explains simple maintenance upkeep. Student will cut a path along a line. Physical and/or verbal guidance may be necessary.	

PLN NO. 4: Learning to Adapt and Function in One's Physical Environment

Content Area VI: Skill in Using Power Equipment

Item No. II: Proper Use of Battery Lawn Trimmer

PREREQUISITE SKILLS

Gross and fine motor coordination
Eye-hand coordination
Visual tracking
Receptive language
Expressive language
Imitation behavior

RELATED CONTENT ITEMS

Riding Mower P. 257
Personal Habits and Skills for Work P. 385-392
Farm Helper P. 416
Gardening & Yardwork P. 501-510

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will identify trimmer and grip the trimmer with the correct hand positions.	Teacher will present the student with a lawn trimmer and verbally label it. The teacher will demonstrate the correct hand positions for gripping trimmer. Upon request, the student will identify the trimmer and grip the handle appropriately. Physical and/or verbal assistance may be necessary.	Whisk broom Cleaning cloth Batteries Oil Trimmer
3.) Student will identify and operate on/off switch upon demonstration of task.	Teacher will identify on/off switch and demonstrate its operation. Upon request the student will imitate the desired response. Label the on/off switch with the printed word taped to the machine itself.	
4.) Student will operate on/off switch and trim around trees and lawn with physical assistance.	Teacher will demonstrate the proper use of an electric trimmer. With assistance, the student will trim the lawn. Teacher should explain why these particular places must be trimmed.	
5.) Student will name two safety precautions that must be observed while trimming and assists in cleaning the trimmer and changing the batteries.	Teacher and students will list safety steps that must be observed when operating an electric trimmer. The teacher demonstrates the proper method of cleaning the trimmer and replacing the batteries. The student will imitate the desired response upon request.	
6.) Student will operate trimmer safely and clean the trimmer keeping it in good working condition.	Student will demonstrate to the teacher the proper method of cleaning the trimmer observing all the necessary safety precautions. The student will replace the batteries and oil the trimmer upon request.	

PLM NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area VI: Skill in Using Power Equipment

Item No.12: Proper Use of Riding Mower

PREREQUISITE SKILLS

Gross and fine motor coordination
Eye-hand coordination
Visual tracking
Receptive language
Expressive language
Imitation behavior

RELATED CONTENT ITEMS

Lawn Trimmer P. 256
Personal Habits and Skills for Work P. 385-392
Farm Helper P. 416
Gardening & Yardwork P. 501-510

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies a riding mower and sits in the seat mounting the mower correctly.	Teacher demonstrates the proper method in mounting a riding mower and sitting in the seat. Teacher will label the various parts of the mower--steering wheel, brake, shift, etc. Student will imitate the desired response. All safety precautions should be taught prior to any mowing. Student will label the various components of the riding mower.	Riding mower
3.) Student will start mower and shift into forward gear operating mower without blade rotation.	Teacher should explain to the students the procedure of starting and shutting off the motor. Teacher demonstrates operating mower with forward and backward positions. Teacher explains use of the brake. Student starts motor, and places it in forward gear, moves forward, and then brakes to stop, turns off mower.	
4.) Student will steer the mower in a straight line and then in a circle upon request.	Upon demonstration of driving in straight line and circle, the student will start the mower, placing it in forward gear and drive in a straight line or circle, braking to come to complete halt and then shutting off the engine. Verbal guidance may be necessary.	
5.) Student will steer mower in forward or backward gear with the rotary blade in operation.	Teacher demonstrates the method of activating the blade. Teacher will set up a course and the student will direct the mower in forward gear with rotary blade in operation. Teacher should stress the necessary precautionary steps that must be observed. Verbal guidance may be necessary.	
6.) Student will start mower and rotary blade, place in forward gear performing a specific task--mowing a specific area of ground.	Student will operate the mower and perform a specific task i.e. mowing a specific area of ground. Verbal assistance may be necessary.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area VII: Skill in Using Hand Tools

Item No. 1: Proper Use of Sandpaper

PREREQUISITE SKILLS

Gross and fine motor coordination
Eye-hand coordination
Visual tracking
Receptive language
Expressive language
Imitation behavior

RELATED CONTENT ITEMS

Tactical Skills P. 21-23
Belt Sander P. 249
Portable Sander P. 250
Personal Habits and Skills for Work P. 385-392

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can move sandpaper back and forth with the grain with verbal assistance.	Student can move hand and arm in a forward and backward movement across desk or table upon teacher's request. Given a board, the student can move hand and arm forward and backward with grain of wood with verbal directions from the teacher. Given a piece of sandpaper and flat board (plat) the student can move the sandpaper back and forth on it (and with grain) with verbal directions from the teacher.	Movies Industrial Arts: Wood-Finishing (BAVI) Equipment Various types of woods and/or furniture to be sanded Various grades of sandpaper Steel wool
3.) Student can use sandpaper in back and forth movements with grains of wood.	Given opportunities to use sandpaper on wood, the student can feel texture of wood when finished and identify it as being "smooth". Upon verbal cue, "What can you use to make wood surfaces smooth?" the student can identify "Sandpaper".	
4.) With assistance, the student can decide what grade of sandpaper to use.	Teacher discusses and demonstrates with the student using coarse sandpaper on rough or finished (varnished, stained, etc.) wood to smooth it down and using finer sandpaper on a smooth or unfinished piece of wood. Student and teacher prepare a display of small pieces of wood and furniture and the sandpaper to be used with each.	
5.) Student can decide which grades of sandpaper to use for the wood and results desired.	The student will find the correct sandpaper for a particular piece of wood upon request. Teacher will explain the proper use of sandpaper. Teacher shows film, "Industrial Arts: Wood Finishing".	
6.) Student can manipulate sandpaper in proper fashion and use similar products (steel, wool, etc.) with same degree of accuracy.	Student can manipulate sandpaper in proper direction and achieve appropriate results upon demonstration of task by the teacher.	

PLN NO 4: Learning to Adapt and Function in One's Physical

Environment

Content Area VII: Skill in Using Hand Tools

Item No. 2: Proper Use of Paint Brush

PREREQUISITE SKILLS

Gross and fine motor coordination
Eye-hand coordination
Visual tracking
Receptive language
Expressive language
Imitation behavior

RELATED CONTENT ITEMS

Personal Habits and Skills for Work
P. 385-392
Maintenance P. 409
Skills in Working with Tempera Paint
P. 595-601

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will identify the paint brush as a tool in which to apply a liquid to a surface. Student will move the brush back and forth with the grain of the wood.	Upon verbal cue, "What tool do you use to put paint (stain, etc.) on with," the student will select or say "paint brush". Student will move dry paint brush back and forth (with grain) on a piece of wood which is placed either vertically or horizontally. Teacher will demonstrate the desired response. Given an object to be painted, the student, with verbal cue and guidance, will manipulate brush in appropriate manner.	Movies "ABC's of Hand Tools" (BAVI) Equipment Paint brushes (Various sizes) Paint roller Paints (different brands and types) Surfaces to be painted Paint remover and/or soap and water
3.) The student will dip the brush into the paint and remove excess paint from it before beginning. The student will paint in the direction of the grain.	Teacher demonstrates to the student the method of dipping brush into liquid and removing excess paint before painting. Student will imitate the desired response. Physical and/or verbal assistance may be necessary.	
4.) The student will prepare cleaning agent that will be used to clean the brush.	Teacher will demonstrate the proper method of preparing a cleaning agent. The teacher will wash the brush in the cleaning agent. Student will prepare cleaning agent upon request. Show film "ABC's of Hand Tools".	
5.) Student will decide which cleaning agent to use and clean the brush.	Teacher will demonstrate the procedure necessary to clean a paint brush. Upon request, the student will prepare a cleaning agent and wash the paint brush. Physical and/or verbal assistance may be necessary.	
6.) Student will paint with various size brushes and properly use a paint roller. Student will clean brush or rollers when finished.	Student will use various size brushes with verbal guidance by the teacher. The teacher will demonstrate the proper use of a paint roller and the student will imitate the desired response. Student will use exact same method as in previous steps and wash the brushes.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area VII: Skills in Using Hand Tools

Item No. 3: Proper Use of Hammer

PREREQUISITE SKILLS

Gross and fine motor coordination
Visual tracking
Eye-hand coordination
Receptive language
Expressive language
Initiation behavior

RELATED CONTENT ITEMS
Personal Habits and Skills for Work
P. 385-392
Maintenance P. 409
Construction Assistant P. 417

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will grasp handle of hammer appropriately and move it in a vertical motion upon request.	Teacher will demonstrate the proper method of grasping a hammer securely. Student will imitate the desired response upon request. Teacher will guide the student in executing a vertical movement with the hammer. "Playskool Pounding Bench" will aid in this activity. Teacher should stress the safety measures that must be observed when using a hammer.	Finger Plays Johnny's Hammer Let's Do Finger Plays by Marion F. Grayson Movies ABC's of Hand Tools Hammers Industrial Arts Using Nails and Screws (BAVI) Equipment Hammers, mallets Nails (various sizes) Boards Tin Cans Playskool Pounding Bench
3.) Student will name one use of a hammer and will execute vertical movement hitting random spots on a board.	Teacher will identify the hammer and name some of its uses. Student will name one use of a hammer and grasp the hammer. Teacher will demonstrate vertical movement making contact with a board and the student will imitate the desired response. Physical and/or verbal assistance may be necessary.	
4.) Student will pound an object into the Playskool Pounding Bench upon request.	Student should be given many opportunities to experience the proper use of a hammer i.e. hammer on small hunks of wood, tin cans, hammer nails in board. Show and discuss "ABC's of Hand Tools" film.	
5.) Student will pound nail into wood and be able to remove nail with claw end of hammer.	Teacher will demonstrate the proper procedure for pounding nails into wood. Student will pound nails into wood. Teacher will demonstrate the use of the claw end of the hammer for removing the nails. The student will imitate the desired response. Physical and/or verbal assistance may be necessary.	
6.) Student will use various size hammers to pound nails into wood and demonstrate safety with a hammer.	Teacher will give the student an opportunity to work with a variety of hammers.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area VII: Skill in Using Hand Tools

Item No. 4: Proper Use of Saw

PREREQUISITE SKILLS

Gross and fine motor coordination
Visual tracking
Eye-hand coordination
Receptive language
Expressive language
Imitation behavior

RELATED CONTENT ITEMS

Band Saw P. 246
Jig Saw P. 247
Sabre Saw P. 248
Ruler P. 269
Try Square P. 270
Personal Habits and Skills for Work P. 385-92

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will grasp handle of the saw and execute a back and forth motion on a large piece of wood.	Teacher will demonstrate the proper handling of a saw and cut a large piece of wood. Student will imitate the desired response. Physical and/or verbal assistance may be necessary. Upon request, student will state two precautionary steps.	Movies ABC's of Hand Tools Hack saw Industrial Arts: Handsaws Equipment Saws Large Pieces of thin wood Various shapes and sizes of wood
3.) Student will identify a saw, state one purpose of a saw and saw on a marked line.	Teacher will explain various functions of a saw. Teacher will demonstrate the use of a saw and the student will imitate the desired response cutting along a designated mark. Physical and/or verbal assistance may be necessary.	
4.) Student will use a hand saw properly and cut along a designated mark.	Teacher will demonstrate the use of a hand saw and cutting along a designated mark. Student will imitate the desired response. Physical and/or verbal assistance may be necessary.	
5.) Student will demonstrate the use of a hand saw and name two safety precautions that must be observed.	Teacher and students will make a list of safety precautions that must be observed when operating a hand saw. Upon request, student will demonstrate the proper use of a hand saw.	
6.) Student will use various saws for cutting along a designated line and explain the proper use of a hand saw.	Teacher will present the student with a variety of saws and allow the student to experience the operation of each. The student will cut wood along a designated line. Physical and/or verbal assistance may be necessary.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area VII: Skill in Using Hand Tools

Item No. 5: Proper Use of a Screw Driver

PREREQUISITE SKILLS

Gross and fine motor coordination
Visual tracking
Eye-hand coordination
Receptive language
Expressive language
Imitation behavior

RELATED CONTENT ITEMS

Personal Habits and Skills for Work P. 385-392
Fine Muscle Control for Assembling R. 198
Construction Assistant P. 417
Maintenance P. 409

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will grasp a screwdriver and rotate it in both a clockwise and counter clockwise direction on a flat surface.	Teacher will demonstrate the proper way of holding a screwdriver. The teacher will demonstrate turning the screwdriver in a clockwise and counter clockwise direction. Student will imitate the desired response. "Playskool Work Bench" may be helpful in teaching this particular skill. Physical and/or verbal assistance may be necessary. Safety precautions should be emphasized.	Movies ABC's of Hand Tools (BAVI) Pliers and Screwdrivers Industrial Arts: Using Nails and Screws Equipment Screwdrivers (variety of sizes) Plot and Phillips screwdrivers Kit "Playskool Work Bench"
3.) Student will grasp a screwdriver, place it into the slot of the screw, and turn screwdriver either clockwise or counter clockwise.	Teacher will demonstrate the use of the screwdriver and place it in the slot, turning screwdriver in either direction. Teacher will explain task and the student will imitate desired response upon request. Physical and/or verbal assistance may be necessary.	
4.) Student will grasp the screwdriver, place it in the screw slot and turn screw clockwise until the screw is tight.	Teacher will demonstrate the task of screwing a screw in a piece of wood until secure. Student will imitate the desired response. Teacher should encourage the use of one hand or the handle and the other on the stem of the screwdriver. Physical and/or verbal assistance may be necessary.	
5.) Student will grasp a screwdriver, place it in a screw slot and loosen screw by turning screwdriver counter clockwise.	The teacher will explain and demonstrate procedure of loosening a screw from a specific point. The student will imitate the desired response. Physical and/or verbal assistance may be necessary.	
6.) Student will be able to use a Phillips screwdriver and turn either clockwise or counter clockwise upon request.	The teacher will explain the purpose and use of a Phillips screwdriver. The student will imitate the desired response upon request. Physical and/or verbal assistance may be necessary.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area VI: Skill in Using Hand Tools

Item No. 6: Proper Use of Pliers

PREREQUISITE SKILLS

Gross and fine motor coordination
Visual tracking
Expressive language
Receptive language
Imitation behavior
Eye-hand coordination

RELATED CONTENT ITEMS

Personal Habits and Skills for Work
P. 385-392
Fine Muscle Control for Assembling P. 385-92
Maintenance P. 409
Construction Assistant P. 417

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will grasp a pliers properly with both hands and open/close the pliers.	Teacher will identify a pair of pliers, explain and demonstrate their use. Student will imitate the desired response upon request. Playschool Work Bench may be helpful. Physical and verbal guidance may be necessary. Safety precautions should be emphasized.	Movies ABC's of Hand Tools Pliers and Screwdrivers (BAVI) Equipment Various sizes and types of pliers Objects that allow for the use of pliers Playschool Work Bench
3.) Student will grasp a pliers with both hands and secure the vice grip on an object.	Teacher will demonstrate the proper method of securing the open vice grip end of the pliers on an object. Upon request, the student will imitate the desired response. Physical and/or verbal assistance may be necessary.	
4.) Student will grasp pliers, secure end to object and turn pliers in a clockwise or counter clockwise direction.	The teacher will demonstrate the correct use of a pliers and direction rotation. Point out that two hands may be used to loosen or tighten an object. Upon request, student imitates the desired response. Show and discuss the film "ABC's of Hand Tools".	
5.) Student will grasp pliers and secure the end to an object, turning the pliers clockwise or counter clockwise with one hand.	Teacher will set up various objects to be tightened or loosened. Teacher will demonstrate the use of a pliers with one hand. Upon request, the student will imitate the desired response. Physical and/or verbal guidance may be necessary.	
6.) Student will manipulate a variety of pliers and loosen or tighten sets of objects.	Teacher will present and explain to the students a variety of pliers and their specific use. Teacher will allow the student to use each one and loosen or tighten a specific object. Physical and/or verbal assistance may be necessary.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area VII: Skill in Using Hand Tools

Item No. 7: Proper Use of Paint Scraper

PREREQUISITE SKILLS

Gross and fine motor coordination

Visual tracking

Expressive language

Receptive language

Eye-hand coordination

Imitation behavior

RELATED CONTENT ITEMS

Sandpaper P. 258

Paint Brush P. 259

Personal Habits and Skills for Work

P. 385-392

Maintenance P. 409

Construction Assistant P. 417

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student identifies paint scraper as tool to clean surfaces of area to be used.	Teacher presents scraper and asks students to label with verbal cue, "What is this?" student replies, "Paint Scraper". Teacher demonstrates the use of the paint scraper, being sure to stress importance of safety. Teacher may label the paint scraper with the printed stimuli to aid in identification.	Large and small paint scrapers Wire brushes Various sizes and shapes of wood with surfaces to be cleaned Teacher made charts to list procedure and reminders
3.) Student can move paint scraper in back and forth motion on piece of wood.	Teacher demonstrates the proper use of a paint scraper and executes lateral movement. Student moves scraper back and forth on wood. At this point, movement is most important as opposed to the actual removal of finish. Physical and/or verbal guidance may be necessary.	
4.) Student will move paint scraper in back and forth movement with grain of wood with verbal direction only.	Given pieces of wood and scraper, student moves scraper across wood with the grain. Teacher guides verbally reminding student of the direction of the grain and the necessary safety precautions that must be observed.	
5.) Student will move scraper along the wood with the grain and remove the finish.	Teacher and students make a list of safety measures to be observed when using a paint scraper. The student will move scraper along wood with the grain and exert enough pressure to remove finish. Physical and/or verbal assistance may be necessary.	
6.) Student uses paint scraper to remove all types of finishes on all types of areas.	Student practices removing varnish, paint, etc. from all surfaces, both even and uneven. Teacher stresses the safety precautions that must be observed. Physical and/or verbal assistance may be necessary.	

PLN NO. 4: Learning to Adapt and Function in One's Physical Environment

Content Area VII: Skill in Using Hand Tools

Item No. 8: Proper Use of Spirit Level

PREREQUISITE SKILLS
Gross and fine motor coordination
Eye-hand coordination
Visual tracking
Expressive language
Receptive language
Imitation behavior

RELATED CONTENT ITEMS

Hammer P. 260
Ruler P. 269
Try Square P. 270
Personal Habits and Skills for Work P. 385-392
Maintenance P. 409

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student verbally identifies level as a tool to tell if an object is straight.	Teacher presents level and asks students to identify upon presentation of cue, "What is this?", student replies "A level". Teacher demonstrates use of level and points out bubble being centered when object is straight. Teacher lists some of the functions that a level serves.	Various sizes of spirit levels Lumber, objects to level Hammer or other objects to straighten with Teacher made charts
3.) Student will hold level vertically and/or horizontally on a surface with verbal direction.	Teacher demonstrates the desired response and will hold it on objects both vertically and horizontally. Teacher verbally guides student and aids in identification. Teacher explains the positioning of the bubble relative to straight horizontal or vertical positioning of the object.	
4.) Student will hold a level on vertical/horizontal surface to see if it is straight. Can proceed in straightening surface with some physical assistance.	Given an object student uses a level to decide if it is straight. Teacher assists the student in adjusting the object so that it is straight. Teacher may color-code the two lines that indicate when an object is straight.	
5.) Student will hold a level on a vertical/horizontal surface, decide if it is straight and proceed to make it straight with verbal guidance.	Teacher merely offers verbal guidance while the student proceeds to check an object with the level. The student should explain to the teacher how the level indicates whether an object is straight or not.	
6.) Student will decide if object is straight with various sizes of levels and will proceed to straighten object if necessary.	Student becomes familiar with various surfaces and sizes of levels. Student will use the level and straighten objects if necessary.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area VII: Skill in Using a Jackknife

Item No. 2: Proper Use of a Jackknife

PREREQUISITE SKILLS

Gross and fine motor coordination
Eye-hand coordination
Visual tracking
Expressive language
Receptive language
Imitation behavior

RELATED CONTENT ITEMS

Utilizing a Knife F. 336
Personal Habits and Skills for Work P. 365-392
Maintenance P. 409
Construction Assistant P. 417

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will identify a jackknife and open/close blade.	Teacher and students will list the safety precautions that must be observed when using a jackknife. Teacher will demonstrate the proper method of opening and closing a jackknife. Upon request, student will imitate the desired response. Physical and/or verbal assistance may be necessary.	Large and small jackknives Sharpening stone Oil
3.) Student will open and close a jackknife and whittle with a knife observing the necessary safety precautions.	Teacher demonstrates the proper use of a knife, open/close blade and whittle with blade going in the direction away from you. Teacher will review safety precautions. Upon request, the student will whittle a piece of wood. Physical and/or verbal assistance may be necessary.	
4.) Student will name two safety precautions and demonstrate proper use of a knife in whittling.	Teacher will present the list of safety measure to the student. Student will name two safety precautions. Student will open knife and demonstrate proper method of whittling. Verbal guidance may be necessary.	
5.) Student will open blade, clean and sharpen blade upon request.	The teacher will demonstrate the proper method of cleaning and sharpening the blade. The teacher will identify a whet stone and oil. Upon request, the student will imitate the desired response, clean and sharpen the blade. Physical and/or verbal assistance may be necessary.	
6.) Student will list two safety precautions, demonstrate proper method of whittling and clean and sharpen the blade of a jackknife.	Teacher will review the safety precautions and the proper methods of whittling, cleaning and sharpening a jackknife. Upon request, student will imitate the desired response. Verbal guidance may be necessary.	

PLM NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area VII: Skill in Using Hand Tools

Item No. 10: Use of Hand Drill and Bits

PREREQUISITE SKILLS

Gross and fine motor coordination
Eye-hand coordination
Visual tracking
Expressive language
Receptive language
Imitation behavior

RELATED CONTENT ITEMS

Drill Press P. 251
Electric Drill P. 252
Personal Habits and Skills for Work P. 385-392
Maintenance P. 409
Construction Assistant P. 417

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will identify a hand drill and grasp the drill with the correct hand positions.	Teacher presents hand drill and demonstrates its use. Students identify with verbal cue, "What is this?" Student will grasp the drill properly with two hands. Physical and verbal assistance may be necessary.	Hand drill Variety of bits Teacher made charts Lumber
3.) Student will use a hand drill to bore a hole in wood.	Teacher demonstrates procedure for using drill. Student will grasp the drill properly and drill a hole in a piece of wood upon request. Physical and verbal assistance may be necessary.	
4.) Student will bore a hole in wood at a designated point and change drill bit.	Teacher will demonstrate the proper method of inserting drill bits. Teacher will demonstrate proper method of boring a hole in a specific point. Upon request, the student will imitate the desired response. Physical and/or verbal assistance may be necessary.	
5.) Student will identify various sized bits and insert the appropriate bit upon request.	Teacher will present the student with a variety of bits. Teacher will identify the various size bits and label with the printed stimuli. Upon request, the student will choose a specific bit and insert it into the drill. Physical and/or verbal assistance may be necessary.	
6.) Student can identify various drill bits, insert drill bit and bore a hole in a specific point.	Teacher will present the student with a variety of bits and request that the student choose a specific bit, insert it in the drill and bore a hole in a specific point. Verbal assistance may be necessary.	

PLAN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area VII: Skill in Using Hand Tools

Item No. II: Use of Hand Plane

PREREQUISITE SKILLS

Gross and fine motor coordination
Eye-hand coordination
Visual tracking
Expressive language
Receptive language
Imitation behavior

RELATED CONTENT ITEMS

Spirit Level P. 265
Personal Habits and Skills for Work P. 385-392
Construction Assistant P. 417
Maintenance P. 409

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will identify a hand plane and state its function.	The teacher will present the student with a hand plane and list a number of its functions. Upon request, the student will identify a hand plane and state one of its functions from the list. Verbal guidance may be necessary.	Variety of hand planes Spare blades Wood
3.) Student will identify the hand plane and grasp it in the appropriate manner.	The teacher will demonstrate the proper way of holding a hand plane with a secure grip. Upon request, the student will choose the hand plane among a group of tools and secure a proper grip. Physical and/or verbal guidance may be necessary.	
4.) Student will grasp plane properly and move it back and forth along a surface.	Teacher will demonstrate the proper way to operate a hand plane. Upon request, the student will move the plane back and forth along a surface. Physical and/or verbal assistance may be necessary.	
5.) Student will identify the direction of the grain and move the hand plane along a surface with the direction of the grain.	Teacher will identify the direction of the grain on various pieces of wood and explain that the hand plane must be operated in the direction of the grain. The student will identify direction of the grain of various pieces of wood and use the hand plane appropriately. Physical and/or verbal assistance may be necessary.	
6.) The student will move the hand plane along the surface in the direction of the grain and change the blade upon request.	Teacher will demonstrate the correct method of changing the blade of a hand plane. Upon request, the student will properly operate a hand plane and change the blade.	

PLN NO. 4: Learning to Adapt and Function in One's Physical Environment

Content Area VII: Skill in Using Hand Tools

Item No. 12: Proper Use of a Ruler (Inch/Metric)

PREREQUISITE SKILLS

Gross and fine motor coordination

Eye-hand coordination

Visual tracking

Receptive language/Expressive language

Imitation behavior

Rote count (1-2) or (1-30)

RELATED CONTENT ITEMS

Skills in Using Power Equipment P. 46-55

Skills in Using Hand Tools P. 258-270

Personal Habits and Skills for Work

P. 385-392

Maintenance P. 409

Construction Assistant P. 417

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue student can identify the written numbers 1 to 2, (for inches), or 1 to 30 (for centimeters).	Teacher displays an oversized ruler (some made). Initially it should have inch (cm) markings only. (1/2 and 1/4 inches will be added later.) Following a demonstration and verbal cue "Show me two", "Show me eight", etc., student points to appropriate number.	Teacher-made oversized ruler (with a scale of 6 inches for each 1 inch) Regular rulers (foot or cm) Marking pencil
3.) Upon demonstration of task and verbal cue student can identify the inch mark associated with each number.	Teacher again displays an oversized ruler with appropriate inch (or cm) marking. Following a demonstration and verbal cue, "Show me the five inch mark", or "Show me the 20 centimeter mark", student points to appropriate marking. Initially teacher may wish to have the inch or cm marks in red. When student can accomplish this, a normal sized ruler is introduced.	Paper Wood
4.) Upon demonstration of task and verbal cue student can identify the half inch mark associated with each number.	Teacher again displays an oversized ruler with appropriate inch (cm) markings and half inch (cm) markings. If inch (cm) marks are outlined in red, half inch (cm) markings can be in blue. Following a demonstration and verbal cue "Show me the five and a half inch (cm) mark, student points to appropriate marking. When student can do this consistently, a normal ruler is introduced. Quarter inches, eighth inches, mm can also be taught utilizing this procedure.	
5.) Upon demonstration of task and verbal cue student can make a mark on material in appropriate place.	Student should be able to consistently locate appropriate markings on a ruler. Following a demonstration of the task and verbal cue "Mark eight inches (cm), student places a mark (dot). Student makes a dot adjacent to eight inch (cm) line on ruler. This procedure is repeated for all divisions of inch and cm.	
6.) Independently student can measure and mark off a designated area.	The student is shown how to properly align the ruler with the material he or she is working with. After the dot is made adjacent to the appropriate inch or cm marking, student will draw a line along the ruler from the beginning of it to the dot. Student should practice using straightedges on paper before he or she progresses to wood.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area VII: Skill in Using Hand Tools

Item No. 13: Proper Use of Try Square

PREREQUISITE SKILLS

Gross and fine motor coordination

Eye-hand coordination

Visual tracking

Expressive language

Receptive language

Imitation behavior

RELATED CONTENT ITEMS

Skills in Using Power Equipment P. 246-257

Skills in Using Hand Tools P. 258-270

Personal Habits and Skills for Work

P. 385-392

Maintenance P. 409

Construction Assistant P. 417

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will identify try square.	Teacher presents students with a try square and a ruler. Following verbal cue "Show me the try square" student will point to it. For generalization purposes, teacher should display various sized try squares.	Various sized try squares Plank of wood Marker pencil Straightedge
3.) Upon demonstration of task and verbal cue student shall place try square appropriately on piece of wood.	Teacher presents a plank of wood to the student. Following a demonstration of the task, student places the try square appropriately on the piece of wood at a designated spot. Physical assistance is given initially to aid the student. Teacher can outline the shape of the try square on the actual piece of wood.	
4.) Upon verbal cue only, student shall place try square appropriately on piece of wood.	Following verbal cue only student places try square at appropriate place on plank of wood. No physical assistance is given. Teacher should however designate with a small mark where the try square is to be placed.	
5.) Upon demonstration of task and verbal cue, student draws line with try square.	Teacher presents plank of wood. Upon demonstration of the task, student places try square at designated point on wood, and with a pencil draws a straight line. Students should practice drawing straight lines with a straight edge on paper prior to this step.	
6.) Student can independently use a try square.	Teacher presents plank of wood. Appropriate to the project at hand, student shall independently mark off the required sections of wood, utilizing a try square and a pencil.	

PLN NO 4: Learning to Adapt and Function in One's Physical

Environment
Content Area VIII: Concept of Ecology

Item No. 1: Ecology and Littering

PREREQUISITE SKILLS

Follow Multiple Directions in Sequence
Visual Acuity
Receptive and Expressive Language
Gross and Fine Motor Coordination

RELATED CONTENT ITEMS

Skills Pertaining to One's Community
P. 177-185
Learning to Adapt and Function in One's
Physical Environment P. 209-272
Ecology and Recycling P. 272

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student will dispose of litter appropriately at school and at home.	Teacher will verbally assign student to dispose of litter and demonstrate appropriate method of doing so. Teacher will explain some of the reasons for disposing of trash and its relationship to ecology.	Classroom Materials Field Trips
3.) Student will dispose of litter and state one reason why we dispose of litter upon request.	Teacher will list some reasons for disposing of litter in the proper places. Teacher will present the list to the student. Student will list one reason and demonstrate comprehension of task by placing litter in appropriate container. Teacher should explain the separation of trash and various reasons.	
4.) Student will list two reasons for disposing of litter and demonstrate the task to another student.	Teacher will present the list of reasons to the student. The student will list two reasons and demonstrate the task to a fellow student. Teacher should stress the importance of disposing of litter and the relationship to ecology.	
5.) Student will dispose litter in the proper container upon request in the classroom and outside the school.	Teacher should explain that neatness is important in relation to the physical maintenance of the school building. Teacher will verbally direct the student through a clean-up task demonstrating the appropriate place where trash must be disposed of.	
6.) Student will independently dispose of litter in appropriate containers in public and private settings.	Teacher will guide student through various situations where materials will have to be disposed of. Field trip or picnic will enable the students to independently pick up and dispose of litter keeping the grounds clean for further use.	

PLN NO 4: Learning to Adapt and Function in One's Physical Environment

Content Area VIII: Concept of Ecology

Item No. 2: Ecology and Recycling

PREREQUISITE SKILLS

Fine and Gross Motor Coordination
Ability to Imitate
Follow Multiple Directions in Sequence
Expressive and Receptive Language

RELATED CONTENT ITEMS

Skills Pertaining to One's Community
P. 177-185
Learning to Adapt and Function in One's
Physical Environment P. 209-272
Ecology and Littering P. 271

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student will prepare material for recycling.	Teacher will verbally assign students to clean materials for recycling. Example: Following teachers verbal request, "Wash the bottle," teacher will take the bottle to the sink and wash it. After setting out another bottle, teacher will again make verbal request. Student will respond by taking the bottle to the sink and washing it. Teacher may use physical or verbal guidance if necessary.	Various items to be recycled. Facilities to prepare the items. Items commonly found in the classroom.
3.) Following verbal cue, student will prepare and identify materials for recycling, offering only verbal guidance if necessary.	Teacher will assign student to find an specific item for recycling and clean it. Teacher can label the items and use printed stimuli to aid the students in identifying the items.	
4.) Following verbal cue, student will prepare and identify materials for recycling.	Teacher will verbally assign student to identify and prepare materials for recycling. Example: Teacher presents students with various items. Following teachers verbal request, "Find the items for recycling and prepare them" student will pick out all items for recycling and prepare them with no further cues offered.	
5.) The student will list one reason for recycling and separate into appropriate piles and dispose of the litter.	Teacher will demonstrate the task and explain the reasons for recycling and its relationship to ecology. Upon request the student will list one reason and complete the task. Teacher should have the piles or areas for the separation of trash labeled with printed words.	
6.) Student will independently identify, sort and prepare materials for recycling.	Teacher will verbally assign preparation of materials for recycling. Example: Teacher presents various items to students. Following verbal request, "Get these ready to recycle" student will respond by picking out items to recycle, sort and prepare item completing the task.	

PERSISTING LIFE NEED #5

Learning To Keep Healthy

Learning To Keep Healthy provides specific suggestions for teaching the essential habits and attitudes necessary for developing and maintaining independent dressing skills, personal hygiene skills, eating skills and nutritional skills. Suggestions for preventing and treating simple illnesses are also included.

PLN NO 5. Learning to Keep Healthy

Content Area E: To Develop and Maintain Skills of Dressing Oneself

Item No. 1: Removes Shoes, Boots, Slippers

PREREQUISITE SKILLS. -74-
Body awareness and coordination
Eye-hand coordination
Arm/finger/leg flexion & extension
Grasp/release
Receives/expresses visually
Adequate attending behavior

RELATEL CONTENT ITEMS
Unties Bows P. 278
Unbuckle P. 288
Unzip P. 291
Choosing Clothing Appropriate to Weather
P. 307

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The child will pull off footwear with teacher assistance.	Teacher will open fasteners and then place his hands over child's and assist in removing footwear initially with shoe placed just on toe and progressing in small increments to removing shoe when placed snugly on entire foot. Teacher will present various footwear for recognition purposes. Teacher will encourage pulling activities, e.g., clay and corks out of bottles. Teacher will provide time for the students to practice removing their footwear and their classmates. The teacher will provide a model--e.g., doll, and upon demonstration of footwear removal, the child removes his footwear upon verbal cue ("Take off shoe") after it has been unfastened by the teacher. The teacher will provide pictures of different footwear for the child to properly identify. The teacher provides real situations for practice--e.g., gym, winter and rain removal of boots, etc. Teacher will have a life-size doll on which they practice removing footwear.	Doll - clothed Footwear pictures Shoes, boots, slippers Creative Playthings, "Dress-Me Doll", (Lacing #ND 312 Instructor, "My Face and My Body", #284 Peabody Kit-Pri. Level, (Manikins with vinyl clothing) Creative Playthings, "Pop it Counters", #NN107 Lacing boots Lacing boards Dapper Dan Dressy Beesy
3.) The child will pull off footwear with teacher direction.		
4.) The child will untie, unbuckle, unzip and loosen laces with teacher assistance. He will now be able to independently pull off footwear.	The teacher will place hands over child's or guide fingers in assisting in the patterning of proper movement for unfastening. The teacher will provide practice situations involving unzipping, unbuckling, and untying--e.g., lacing boots, Dapper Dan. The teacher will provide activities for development of fine finger dexterity required for these tasks: clay snapping clothespins around coffee can, unstringing beads, pop beads. The teacher provides physical model of removing footwear and upon verbal request the child performs the skill required. The teacher will encourage the child to perform the task throughout the day upon his/her verbal instruction--e.g., gym, going outside on rainy day. The teacher provides additional activities to instill unfastening skills--e.g., garments, purses, etc.	
5.) The child unfastens footwear with teacher direction.		
6.) The child will be able to independently perform all tasks in removing footwear--e.g., pulling and unfastening skills.	Teacher will provide additional school activities at which time the child can demonstrate his skill--e.g., field trips, rainy days, snowy days. Teacher instills in the child a recognition of the appropriate time to perform tasks as a daily routine without teacher announcement--e.g., coming into school, changing for gym, etc.	

PLN NO 5: Learning to Keep Healthy

Content Area 1: To Develop and Maintain Skills of Dressing Oneself

Item No. 2: Removes Mittens and Gloves

PREREQUISITE SKILLS
Body awareness & coordination
Grasp/release
Adequate attending behavior
Arm/finger flexion & extension
Awareness of special relationships

RELATED CONTENT ITEMS
Removes Socks P, 276
Choosing Clothing Appropriate to Weather
P, 307

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The child grasps glove or mitten with physical assistance.	The teacher models grasping objects, i.e., grasps on table edge, a box lid, etc. using alternating hands. The teacher models grasping mitten or glove at the top and physically assists the child in doing so. The child should alternate hands in this task.	Assorted sizes of mittens and gloves Oven mitt Books Puzzles Table Bowling pins
3.) The child grasps glove or mitten with a verbal or visual direction. The child removes mittens with physical assistance.	The teacher gives verbal or visual direction to the child to grasp the glove or mitten at the top. The teacher models pulling mittens from the top of bowling pins using one hand and then another. The teacher physically assists child in this skill of pulling. The teacher models pulling the mittens from the hands, one at a time, and then physically assists the child in this activity.	
4.) The child grasps glove or mitten independently. The child removes mittens with direction. The child pulls off the glove fingers with physical assistance.	The teacher gives verbal or visual direction to the child to grasp and remove mittens or to grasp the gloves at the top. The teacher models pulling on fingers of the glove of each hand to remove the glove and physically assists child in performing this skill.	
5.) The child grasps mitten and removes it independently. The child pulls off the glove fingers with visual/verbal direction.	The teacher commands the child to remove the mittens without giving a process model. The teacher gives verbal or visual direction to the child to grasp the glove fingers and to pull off the gloves from each hand.	
6.) The child grasps, removes, and pulls off the glove fingers independently.	The teacher gives verbal or visual command to the child, without a process model, to remove a pair of gloves.	

PLN NO 5: Learning to Keep Healthy

Content Area 1: To Develop and Maintain Skills of Dressing Oneself

Item No. 3: Removing Socks

PREREQUISITE SKILLS -276-
Body awareness & coordination
Eye/hand coordination
Grasp/release
Arm/finger/leg flexion & extension
Awareness of spatial relationships

RELATED CONTENT ITEMS
Removes Shoes P. 274
Removing Mittens and Gloves P. 275

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Child will pull off sock from end of toes.	Teacher partially removes sock from student's foot, leaving it on end of toes. Following a demonstration of the task student grasps end of sock and pulls it entirely from foot.	Socks Learning to Dress Kits by Learning Products, Inc. #142 (socks)
3.) Child will pull off sock from instep.	Teacher partially removes sock from student's foot, leaving it up to instep. Following a demonstration of the task, student grasps end of sock and pulls it entirely from foot.	
4.) Child will pull off sock from heel.	Teacher partially removes sock from student's foot, this time leaving it on heel. Following a demonstration of the task, student grasps end of sock and pulls it entirely from foot.	
5.) Child will pull off sock from ankle.	Teacher just begins to remove sock from student's ankle. Following a demonstration of the task, student grasps sock and pulls it entirely from foot.	
6.) Child will independently pull off sock.	Following a demonstration student can put thumbs in top of sock and remove it independently. Child should be able to remove both socks.	

PLN NO 5: Learning to Keep Healthy

Content Area 1: Maintain Skills of Dressing Oneself

Item No. 4: Removing Pants

PREREQUISITE SKILLS

Body awareness & coordination
Eye/hand coordination
Grasp/release
Visual tracking
Arm/finger/leg flexion & extension
Awareness of spatial relationships

RELATED CONTENT ITEMS

Unbuckle P. 288
Unzip P. 291
Unbuck P. 301
Toilet Training P. 322

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will pull off pants from around one foot.	Teacher unfastens and begins to remove pants, leaving them around one foot. Following a demonstration of the task, student can pull off pants from around the one foot.	Pants Creative Playthings "Doll Clothes Assortments" #ND 191 (Pants) Creative Playthings "Dress Me Doll" #ND 32 (buttons, snaps, zips) "Learning to Dress Kite", Learning Products, Inc. (pants and skirts) #1140
3.) Student will pull off pants from around both feet.	Teacher unfastens and leaves pants down around student's feet. Following a demonstration of the task, student can pull pants from around both feet.	
4.) Student will pull off pants from around legs.	Teacher unfastens and leaves pants down around student's legs. Following a demonstration of the task, student can grasp pants and pull them off.	
5.) Student will pull off pants from around waist.	Teacher unfastens pants and student removes them, following a demonstration of the task. Initially to aid student in procedure, pants he or she is wearing should be one or two sizes too large.	
6.) Student will unfasten pants.	Following a demonstration, student independently unfastens and removes pants. For students with coordination problems, velcro fastening can be used in place of a zipper. (See PLN #5, Content Area 1, Item No. 18: Unzips)	

PLAN NO. 5: Learning to Keep Healthy

Content Area 1: To Develop and Maintain Skills of Dressing Oneself

Item No. 5: Unties Bows

PREREQUISITE SKILLS -279-

Body awareness & coordination
Eye/hand coordination
Grasp/release
Visual tracking
Arm/finger flexion & extension
Adequate attending behavior

RELATED CONTENT ITEMS

Knives Shoes P. 274
Tie Bow P. 299
Laces P. 305

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will grasp loose end(s) of bow.	Following a demonstration of the task, student grasps loose ends of bow on his/her shoes. Initially teacher can provide physical assistance. To aid student in grasping ends, small beads can be added to ends.	<u>Six-Spring Hand Grip</u> (grasping) #6H1564, Sears, Roebuck, & Co. <u>Lacing Board and/or boot</u> <u>Stringing Beads, Milton-Bradley #470 F</u> <u>The Frostig Program for the Development of Visual Perception, (Perceptual constancy: Visual-motor exercises 1-90) Follett Pub. Co.</u> <u>Shoes and assorted laces</u> (thick, thin, large-holed, small-holed) <u>Learning Products Inc.</u> "Shoes" (lacing and tying) #1143
3.) Student will pull loose end(s) of bow.	Following a demonstration of the task, student grasps loose ends of bow and pulls until bow is opened. Initially teacher can provide physical assistance. Teacher should present an assortment of laces for child to grasp and pull on.	
4.) Student will place fingers under place where laces cross.	Following a demonstration of the task, student will place his/her pointer fingers under the place where laces cross. Teacher can provide physical assistance.	
5.) Student will pull up from under lace cross.	Following a demonstration of the task, student will place his/her pointer fingers under the place where laces cross and pull up, uncrossing them. Physical assistance is provided if necessary.	
6.) Student can independently untie bow.	Student is able to untie bow from shoes with no physical assistance. Teacher can provide packages with bows, hair ribbons and classmate's shoes for students to practice on.	

PLN NO 5: Learning to Keep Healthy

Content Area 1: To Develop and Maintain Skills of Dressing Oneself

Item No. 6: Removes Open-Front Garment

PREREQUISITE SKILLS

Body awareness & coordination
Eye-hand coordination
Grasp/release
Arm/finger flexion & extension
Visual tracking
Adequate attending behavior

RELATED CONTENT ITEMS

Unbuckle P. 288
Unzip P. 291
Removing Garments P. 280-282
Unbuttons P. 296
Unhook P. 301

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will remove unfastened garment with teacher providing physical assistance.	Teacher unfastens garment. Teacher places hands over child's and provides physical guidance in removing garment. Teacher provides various front-opening garments (and pictures of) for students to classify.	Assorted front opening garment Clapping behind back Sleeve Form board with hole Cardboard tubes "Learn to Dress Kits", Learning Products, Inc. (coats & shirts), #1139 (closures) Creative Playthings "Doll Clothen Assortment" #ND 191 (blouse) Peabody Kit, Primary Level, manikins with vinyl clothing (identification) Dress Me Doll, #312 (button, snap, zip, lace) Dressy Bessy and Dapper Dan by Playskool
3.) Student will remove unfastened garment with teacher providing verbal assistance.	Teacher unfastens garment. Teacher provides physical model and after demonstration the student will remove garment upon teacher's verbal direction. Teacher provides physical exercise activities to simulate back of the body movement of front removal garments, i.e., clapping hands behind back, chest pulls, etc. Teacher provides student activities to undress dolls and remove over-sized garments from their selves. Teacher provides cardboard tubes to fit over students' arms; student pulls arms from tube.	
4.) The student will unfasten garment with teacher providing physical assistance. The student will remove garment independently.	The teacher places hands over child's and provides physical guidance in unfastening garment. The teacher provides "Learn to Dress Kits" (closures and front open garments) to practice with. The teacher provides life-size dolls and "Dressy Bessy" dolls to practice with.	
5.) The student will unfasten garment with teacher providing verbal assistance only.	The teacher provides a physical model and after demonstration, the child removes the garment upon verbal direction. The teacher provides various types of fasteners to practice on. The teacher provides various types of occasions to practice on.	
6.) The students will unfasten and remove garment independently.	The teacher provides opportunities for the student to remove garment independently upon situational demand with teacher offering no verbal or physical assistance.	

PLN NO 5: Learning to Keep Healthy

Content Area I: To Develop and Maintain Skills of Dressing Oneself

Item No. 7: Removing Pull-Over Garments

PREREQUISITE SKILLS -280-
Body awareness & coordination
Eye/hand coordination
Grasp/release
Visual tracking
Arm/finger flexion & extension
Adequate attending behavior

RELATED CONTENT ITEMS
Removing Garments P. 280-282
Unbuckle P. 288
Unzip P. 291
Unbuttons P. 296
Unhook P. 301

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will remove garment from over head.	Teacher initiates removal of garment leaving it over head of student. Following a demonstration of the task, student removes garment from head. Initially physical assistance may be given. Teacher and student can participate in game of peek-a-boo where student must remove garment to see.	Assortment of over-the-head garments Peabody Kit, Primary Level, manikins with vinyl clothing (identification) Learn to Dress Kits, Learning Kits, Inc., #1137 (T-shirts & sweaters) Creative Playthings, "Paper Costume Kits", #NG 629
3.) Student will remove garment from around neck.	Teacher initiates removal of garment leaving it around neck. Following a demonstration of the task, student removes garment up over head and off. Physical assistance is provided if necessary. Initially garment student is wearing should be one or two sizes larger than he/she usually wears.	
4.) Student will remove arms from garment.	Teacher initiates removal of garment, pulling it up from waist. Following a demonstration of the task, student removes first one arm, and then the other from garment. Teacher can initially place hands over child's fist and physically guide arms through garment.	
5.) Student will pull garment up from waist.	Teacher places her/his hands over student's and aids him/her in grasping garment and pulling it up from waist. Student independently removes remainder of garment.	
6.) Student will independently remove garment.	Student can independently remove pull-over type garments with no verbal or physical assistance.	

PLN NO 3: Learning to Keep Healthy

Content Area 1: To Develop and Maintain Skills of Dressing Oneself

Item No. 8: Removes Side-open Garments

PREREQUISITE SKILLS

Body awareness & coordination
Eye-hand coordination
Grasp/release
Arm/finger/leg flexion and extension
Visual tracking
Adequate attending behavior

RELATED CONTENT ITEMS

Removing Garments P. 280-282
Unbuckle P. 288
Unzip P. 291
Unbuttons P. 296
Unhook P. 301

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student removes side-open garments with the teacher providing physical assistance.	Teacher unfastens garment. Teacher places hands over student's hands and provides physical guidance in removing garment. Teacher provides picture cards of side opening which the child must properly identify. Teacher provides various garments for the child to practice on, e.g., pants, skirts and dresses. Teacher provides free time for child to practice removal using "Learning to Dress Kits".	Assortment of side-opening garments "Dress Me Doll" Creative Playthings, #ND 312 Creative Playthings 24", #ND 188 Learning to Dress Kits, Learning Products, Inc. (Closures Kit), #1159
3.) The student will remove garment with teacher providing verbal assistance.	Teacher unfastens garment. Teacher provides a physical model and after demonstration, the student will remove the garment with teacher's verbal direction only. Teacher presents the "Dress Me Doll" to the student which he uses to practice removing the various garments. Teacher provides activities for the child to practice these skills (e.g., gym class, preparation for home).	
4.) The student will unfasten the garment with the teacher providing physical assistance. The student removes garment independently.	Teacher places hands over student's and provides physical guidance in removing garment. Teacher provides garments with various types of fasteners (e.g., hooks, zippers, buttons) for the child to become familiar with.	
5.) The student will unfasten and remove the garment with the teacher providing verbal assistance.	The teacher provides a physical model and after demonstration, the student will remove the garment upon teacher's verbal direction. Teacher will present a doll to the child and ask him to properly unfasten and remove various side opening garments. Teacher will ask child to unfasten and remove his own garments.	
6.) The student will unfasten and remove the garment independently.	The teacher provides opportunities for the student to remove garment independently upon situational demand with the teacher giving no physical or verbal direction. Teacher provides situations at which time the child will assume removal of side-opening garments as a routine task.	

PLN NO 5: Learning to Keep Healthy

Content Area I: To Develop and Maintain Skills of Dressing Oneself

Item No. 9: Removes back-open Garment

PREREQUISITE SKILLS -282-

Body awareness & coordination
Eye-hand coordination
Grasp/release
Arm/finger/leg flexion & extension
Visual tracking
Adequate attending behavior

RELATED CONTENT ITEMS

Removing Garments P. 280-282
Unbuckle P. 288
Unzip P. 291
Unbuttons P. 296
Unhook P. 301

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student removes back-open garment with the teacher providing physical assistance.	Teacher unfastens garment. Teacher places hands over students' hands and provides physical guidance in removing garment. Teacher provides exercises which help develop the concept of behind (hands up above head and drop behind, clapping behind back). Teacher provides back opening garments which student and teacher unfasten and remove together.	Assorted back-opening garments Peabody Kit, Primary Level, manikins with vinyl clothes (use for identification of specific articles of clothing) "Dress-Me Doll" by Creative Playthings, #ND 312 (button, snap, zip) Girl Doll 24" by Creative Playthings Dressy-Bessey, #4501 (ESSCO catalog) Dapper Dan #4500 (ESSCO catalog)
3.) The student will remove garment with teacher providing verbal assistance.	Teacher unfastens garment. Teacher provides a physical model and after demonstration, the student will remove the garment upon teacher's verbal direction only. Teacher presents life-size doll and asks child to remove back opening garments. Teacher provides activities for practicing removal from over the head or down from waist.	
4.) The student will unfasten the garment with the teacher providing physical assistance. The student will remove garment independently.	The teacher places hands over students' and provides physical guidance in unfastening garment. Teacher will blindfold child and present various activities to give child the idea of not being able to see behind his back. Teacher will provide garments on unfastening for the child to have actual practice.	
5.) The student will remove the garment with the teacher providing verbal assistance.	The teacher provides a physical model and after demonstration, the student will unfasten and remove the garment upon teacher's verbal direction. As teacher unfastens and removes her garment, the child will imitate when asked.	
6.) The student will unfasten and remove garment independently.	The teacher provides opportunities for the student to remove garment independently upon situational demand with the teacher giving no verbal or physical direction. Whenever the situation demands, the teacher will expect the child to properly unfasten and remove all types of back-opening garments. (e.g., dresses, pants)	

PLN NO 5: Learning to Keep Healthy

Content Area 1: To Develop and Maintain Skills of Dressing Oneself

Item No. 10: Puts on trousers, slacks, etc.

PREREQUISITE SKILLS

Body awareness & coordination
Eye-hand coordination
Grasp/release, Adequate attending behavior
Arm/finger/leg flexion & extension
Awareness of special relationships

RELATED CONTENT ITEMS

Buckles P. 289
Zips P. 292
Buttons P. 297
Hooks P. 300

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) In seated position, child flexes right leg, inserts into pant leg and extends right leg; then does the same with left leg, both with physical guidance.	Using a pair of trousers or slacks, and a large doll or student, the teacher demonstrates inserting legs into pant legs, stressing putting one leg in each pant leg. The teacher gives physical guidance so that the child will repeat this activity.	Various sizes of trousers and slacks Color Bingo game Counting blocks Pegs Peg boards Plastic eggs (color cued, if desired) Egg cartons (color cued, if desired) clothes pins Jars Iron-on color patches A doll (size of 3 yr. old child) "Whippy Walker" from Sears Potato sacks A picture of a person wearing a pair of slacks
3.) Child flexes leg, inserts into pant legs and extends legs with visual/verbal directions. Child pulls pants over heels of both feet with physical guidance.	The teacher provides activities to teach matching of colors such as red to red-blue, etc. i.e., color Bingo, matching colored counting blocks, etc. The teacher provides activities to teach matching of a one-to-one ratio, i.e., putting plastic eggs into an egg carton, pegs into pegboard, putting one clothes pin into one jar, etc. The teacher marks, with grossly differentiated symbols, the toe of the sock and the inside of the top of the trouser leg of the same side and verbally directs the child in placing the foot into the matched pant leg. The teacher demonstrates pulling pants over heels of both feet and gives physical guidance so that the child will repeat this activity.	
4.) Child flexes legs, inserts into pant legs and extends legs independently. Child pulls pants over heels of both feet with visual/verbal direction. The child stands up and pulls garment over hips with physical guid.	The teacher commands the child to place legs into appropriate pant legs without process model. The teacher demonstrates pulling pants over heels of both feet and directs the child to repeat the activity, giving additional verbal or visual cues, if necessary. The teacher demonstrates pulling garment over hips using a student or doll. The teacher gives physical guidance so that the child will repeat this activity.	
5.) Child pulls pants over heels of both feet independently. The child stands up and pulls garment over hip with visual/verbal direction.	The teacher commands the child to pull the pants over heels of both feet without process model. The teacher provides activities for the child to practice pulling a garment over the hip--i.e., a sack race. The teacher gives visual/verbal directions for the child to stand and pull garment over hips.	
6.) The child puts on trousers, slacks, etc. independently.	The teacher commands the child to put on a pair of slacks or trousers without a process model--i.e., show a picture of a person wearing a pair of trousers or slacks and giving the direction "do this" and/or giving the verbal command only.	

PLN NO 5: Learning to Keep Healthy

Content Area I: To Develop and Maintain Skills of Dressing Oneself

Item No. II: Putting on Socks/Stockings

PREREQUISITE SKILLS -244-

Body awareness
Fine/gross coordination
Grasp/release, Adequate attending behavior
Eye/hand coordination
Arm/finger/leg flexion & extension
Awareness of spatial relationships

RELATED CONTENT ITEMS
Removing Socks P. 276
Putting on Shoes P. 285

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student pulls sock up over ankles.	Teacher pulls socks up over students foot just short of the ankle. Following a demonstration of the task, student grasps socks and pulls all the way up. Initially teacher can provide physical assistance.	Socks Stockings
3.) Student pulls sock up from over heel.	Teacher pulls sock up over student's foot to heel. Following a demonstration of the task, student grasps top of sock and pulls rest of the way up. Physical assistance is provided if necessary.	
4.) Student pulls sock up from over instep.	Teacher pulls sock up over toes to instep. Following a demonstration of the task, student grasps top of sock and pulls rest of the way up. Physical assistance is provided if necessary.	
5.) Student pulls sock up from over toes.	Teacher places sock over student's toes. Following a demonstration of the task, student grasps top of sock and pulls it on. Physical assistance is given if necessary.	
6.) Student places thumbs in sides of sock and places on toes.	Following a demonstration of the task, student places his/her thumbs inside of sock and places over toes, pulling sock on. Teacher can initially place hands over students' to aid in getting socks onto toes.	

PLN NO. 3: Learning to Keep Healthy

Content Area 1: To Develop and Maintain Skills of Dressing Oneself

Item No. 12: Putting on Shoes, Boots, Slippers

PREREQUISITE SKILLS

Grasp/release, Adequate attending behavior
Body awareness & coordination
Arm/finger/leg flexion & extension
Awareness of spatial relationships

RELATED CONTENT ITEMS

Putting on Socks P. 284
Buckles P. 289
Tie Bow P. 299

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student pulls shoe over heel.	Teacher takes shoe and inserts student's toe into front of shoe. Following a demonstration of the task, student pulls shoe over heel. Initially teacher provides physical assistance.	Shoes Socks (with colored shapes) Blue & red tape
3.) Student inserts toes into appropriate shoe.	Teacher places shoe in front of appropriate foot. Following a demonstration of the task, student inserts toes into shoe. Physical assistance is given if necessary. Initially shoes, sneakers and slippers should be two or three sizes larger than child's own.	
4.) Student can choose appropriate shoe with visual cue.	Teacher marks student's shoes and socks (a red square sewn on sock on right foot and red tape on right shoe, blue circle sewn on sock on left foot and blue tape on left shoe). Student matches shoe to appropriate foot. Teacher provides physical assistance if needed.	
5.) Student can choose appropriate shoe with no additional cue.	Student is presented with shoes. With no aid he/she can choose shoe and place by appropriate foot.	
6.) Student independently puts shoes on appropriate feet.	Student independently chooses left shoe and places it on left foot. Student chooses right shoe and places it on right foot. (For tying bow see PLN #5, Content Area 1, Item No. 26)	

PLN NO. 5: Learning to Keep Healthy

Content Area 1: To Develop and Maintain Skills of Dressing Oneself

Item No. 13: Puts on Open-Front Garments

PREREQUISITE SKILLS -286-

Body awareness & coordination
Eye-hand coordination
Grasp/release, Visual tracking
Arm/finger/leg flexion & extension
Awareness of spatial relationships

RELATED CONTENT ITEMS

Removes Open-Front Garments P. 279
Zips P. 292
Buttons P. 297
Hook P. 300

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The child grasps the garment in one hand at the proper place (i.e., collar) with physical guidance.	The teacher provides activities to teach necessary parts of body and garment (i.e., collar, hands) by pointing to various parts of body using pictures, garments, etc. The teacher models grasping the garment at the proper place. The teacher physically guides the child to grasp the garment in the proper place.	Pictures of front-opening garments Instructor: "My Face and Body" Variety of sizes of front opening garments (sleeveless, short-sleeves, long-sleeves) Variety of marked objects Doll - "Whippay Walker" Scars Pictures of person with front-opening garment.
3.) The child grasps the garment in one hand at the proper place with visual and/or verbal direction. The child pulls the garment while extending the other arm into sleeve with guidance.	The teacher provides activities to teach the child to grasp various objects at a particular place (i.e., marked boxes, etc.) The teacher provides activities involving directing the child to grasp the garment in the proper place (i.e., modeling grasping the garment, marking garment at proper place, etc.) The teacher provides activities to teach necessary parts of body and garment (i.e. sleeve, arm) The teacher physically assists the child to pull the garment while extending the other arm into sleeve, using gradations of sleeveless to long sleeve garments.	
4.) The child grasps the garment in one hand at the proper place independently; pulls garment and extends the other arm into sleeve with visual and/or verbal direction.	The teacher commands the child to grasp the garment in proper place without a process model. The teacher models pulling the garment while extending the other arm and gives verbal direction for child to repeat task. The teacher physically guides the child to bring garment around back and to extend other arm through the other sleeve. The teacher provides activities to teach necessary parts of body and garment (i.e., shoulder, back).	
5.) The child pulls garment and extends the other arm into a sleeve independently; brings the garment around back to shoulder area and extends other arm through sleeve with visual and/or verbal directions.	The teacher commands the child to pull garment and extend the other arm into a sleeve without a process model. The teacher models bringing the garment around back to shoulder area and extends other arm through sleeve and gives verbal direction for child to repeat task. The teacher provides practice activities such as putting on pajama shirts, dressing doll, etc.	
6.) The child puts on a variety of front-opening garments independently.	The teacher commands the child to put on front-opening garment without a process model, using a visual and/or verbal command.	

PLN NO 5: Learning to Keep Healthy

Content Area 1: To Develop and Maintain Skills of Dressing Oneself

Item No. 14: Puts on Belt

PREREQUISITE SKILLS

Body awareness & coordination
Eye/hand coordination
Grasp/release
Visual tracking
Arm/finger flexion & extension
Awareness of spatial relationships

RELATED CONTENT ITEMS

Unbuckles P. 288
Buckles P. 289

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will be able to grasp belt end.	Teacher takes belt and slips it through first belt loop (approximately six inches passed loop). Following a demonstration of the task, student grasps end of belt. Initially teacher provides physical assistance if necessary.	Pants with belt loops Narrow belts Threading Ball #K0296 T 757, Creative Playthings
3.) Student will be able to pull belt through loop.	Teacher takes belt and slips it through first belt loop. Student grasps end and pulls it through loop. Physical assistance is given.	
4.) Student will push belt through loop.	Following a demonstration of the task, student will grasp end of belt and slip it through belt loop. Teacher can provide physical assistance. Initially a belt much narrower than the loops should be used. This will aid the student's coordination.	
5.) Student will put belt through all loops.	Student continues to slip belt through loops until belt has gone through all. Initially teacher provides assistance. To aid the student in coordination, teacher provides over sized beads for the student to string.	
6.) Student independently puts on belt (minus buckling).	Student independently grasps belt by its end and puts it through all belt loops, pulling it snugly through last loop. Teacher aids student if belt becomes twisted. (For buckling task see PLN No. 5, Content Area 1, Item No. 16 Buckles.)	

PLN NO 5: Learning to Keep Healthy

Content Area I: To Develop and Maintain Skills of Dressing Oneself

Item No. 15: Unbuckles

PREREQUISITE SKILLS -288-
Fine & gross motor coordination
Arm/finger flexion & extension
Grasp/release
Eye/hand coordination

RELATED CONTENT ITEMS
Puts on Belt P. 287
Buckles P. 289

DEVELOPMENTAL LEVEL	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student grasps strap.	Student is wearing buckled belt. Following demonstration of task, student grasps end of strap. Initially teacher provides physical assistance.	Buckle belt Buckle board (Montessori-type) Buckle shoes Buckle purse
3.) Student grasps strap and pulls it outwards.	Student is wearing buckled belt. Following demonstration of task, student grasps end of strap and pulls it outward. Initially teacher provides physical assistance.	
4.) Student pulls strap until prong is out of belt hole.	Student is wearing buckled belt. Following demonstration of task, student grasps end of strap and pulls it outward until prong is out of belt hole. Teacher provides physical assistance. Student practices on Montessori-type buckle frame.	
5.) Student pulls strap until prong is out of belt hole and takes strap from buckle.	Student is wearing buckled belt. Following demonstration of task, student grasps end of strap and pulls it outward until prong is out of belt hole. Student then takes strap from buckle. Teacher provides physical assistance if necessary.	
6.) Student can unbuckle independently.	Student can independently unbuckle belt, shoes, or purse.	

PLAN NO 5: Learning to Keep Healthy

Content Area I: To Develop and Maintain Skills of Dressing Oneself

Item No.16: Buckles

PREREQUISITE SKILLS

Body awareness & coordination
Eye/hand coordination
Grasp/release
Visual tracking
Arm/finger flexion & extension
Awareness of spatial relationships

RELATED CONTENT ITEMS

Puts on Shoes P. 283
Puts on Belt P. 287
Unbuckles P. 288

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student grasps strap.	Student is wearing buckled belt. Following a demonstration of the task, student grasps end of strap. Initially teacher provides physical assistance.	Assorted sizes of buckles Dapper Dan and Dressy Bessy by Playskool Beads and laces for stringing Costumes for play which include belts Shoes that buckle "Dress Yourself Cloth Books" from ABC Early Learning Materials, 1971 Sewing cards "Dress-Me-Doll" by Creative Playthings Life-size doll
3.) Student passes strap through the buckle.	Teacher places hands over child's hands and physically guides the strap through the buckle. Teacher completes the task. Teacher provides opportunities for students to play with dolls, costumes, etc. with buckles. Teacher provides different articles requiring buckling for child to identify.	
4.) Student passes strap through the buckle and puts metal prong into the hole.	Following a demonstration of the task, student passes strap through the buckle. Teacher places her hands over child's and assists child in pushing metal prong through hole. Teacher pulls strap through the final loop. Teacher provides student with beads and laces for stringing to develop fine motor skill necessary for buckling. (Also sewing cards; Teacher provides various types of (oversized) buckle articles for students to practice with (belts, shoes, watches, etc.))	
5.) Student passes strap through the buckle, puts metal prong into hole and puts strap through final loop.	Following a demonstration of the task, child pushes prong into hole in belt. Teacher places hands over child's and assists child in pushing strap through final loop. Teacher provides actual sized garments for students to put on and practice with. Teacher provides times for students to have time to play with dolls, "dress-up" clothes, shoes, and Montessori-type buckle frames which give practice in buckling.	
6.) Student will buckle the garment independently.	Teacher provides opportunities for students to use the task independently. (Situations of changing clothes for gym, outdoor activity, etc.)	

PLN NO 5: Learning to Keep Healthy

Content Area 1: To Develop and Maintain Skills of Dressing Oneself

Item No. 17: Unsnaps

PREREQUISITE SKILLS -290-
Body awareness & coordination
Eye/hand coordination
Grasp/release
Visual tracking
Arm/finger flexion & extension
Awareness of spatial relationships

RELATED CONTENT ITEMS
Removing Pants P. 277
Removing Garments P. 279-282
Snaps P. 293

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student grasps one side of garment.	Student is wearing a garment that is fastened with snaps. Following a teacher's demonstration of the task, student grasps one side of garment with one hand. Teacher provides physical assistance if necessary.	Clay and playdough Playskool pop-apart beads Montessori dressing boards; snapboard Learn to Dress Kite, #1139 Closures Learning Products, Inc. Various types of snap garments--i.e., jackets, pants, etc.
3.) Student grasps both sides of garment (one with each hand).	Following a demonstration of the task, student will grasp both sides of the garment. Initially teacher provides physical assistance.	
4.) Student will grasp snap area of garment and pull apart with physical assistance.	Teacher places her hands on student's and unsnaps garment. Student practices unsnapping on dressing board.	
5.) Student unsnaps snap area of garment with no assistance.	Student grasps both sides of snap area and pulls apart with no physical assistance.	
6.) Student unsnaps all snaps on garment.	Student can independently unsnap all snaps on garment with no physical assistance.	

PLN NO 5: Learning to Keep Healthy

Content Area 1: To Develop and Maintain Skills of Dressing Oneself

Item No. 18: Unzips

PREREQUISITE SKILLS

Body awareness & coordination
Eye/hand coordination
Grasp/release
Visual tracking
Arm/finger flexion & extension
Adequate attending behavior

RELATED CONTENT ITEMS

Removing Pants P. 277
Removing Garments P. 279-282
Zips (Closed End) P. 292
Zips (Open End) P. 302
Toilet Training P. 322

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student grasps zipper pull on zipper dressing frame.	Student grasps zipper pull on dressing frame. Teacher provides physical assistance if necessary. To aid the student in grasping the pull, a small toy can be attached to the pull.	Garments with zippers Zipper dressing frames (Montessori-type) Toys (for attachment to zipper pull)
3.) Student grasps zipper pull and pulls down, unzipping on dressing frame.	Student grasps zipper pull (or attachment to pull) and unzips zipper on dressing frame. Teacher provides physical assistance if necessary.	
4.) Student grasps zipper pull on garment.	Student wears garment with a zipper. Following a demonstration of the task, student grasps end of zipper pull, and pulls up, unlocking zipper. Toy can be added to aid the student. Physical assistance is given if necessary.	
5.) Student grasps zipper pull and pulls down, unzipping garment.	While wearing garment with a zipper, student grasps zipper pull, unlocks zipper and pulls it down, unzipping garment. Physical assistance is provided if necessary.	
6.) Student grasps zipper pull and unzips garment independently.	Student independently grasps zipper pull and pulls down, unzipping garment. Student separates zipper ends. No physical assistance is provided.	

PLN 225 5: Learning to Keep Healthy

Content Area 1: To Develop and Maintain Skills of Dressing Oneself

Item No. 19: Zips (closed end)

PREREQUISITE SKILLS -292-
 Body awareness & coordination
 Eye-hand coordination
 Grasp/release, Visual tracking
 Arm/finger flexion & extension
 Awareness of special relationships

RELATED CONTENT ITEMS
 Zip (Open End) P. 392
 Putting on Trousers P. 383
 Putting on Open Front Garments P. 286
 Unzips P. 291

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The child grasps zipper pull with physical assistance	The teacher provides activities to teach focusing attention on the zipper pull by attaching small toys/objects to zipper pull. The teacher physically assists child to grasp the toy on the zipper pull, gradually fading out toys until child can grasp only the zipper pull with physical assistance.	Garments with closed end zippers Toys (for attachment to zipper pull) Zipper dressing frames (Montessori-type)
3.) The child grasps zipper pull and pulls up zipper pull with guidance.	The teacher models grasping zipper pull using zipper board, and garments, and directs child to do the same. The teacher provides activities to teach pulling up, pulling beads up on vertically placed abacus, etc. The teacher physically assists the child to pull the zipper pull up on zipper board and front-opening garments.	
4.) The child grasps zipper pull independently. The child pulls up zipper pull.	The teacher commands the child to grasp zipper pull without a process model. The teacher models pulling up zipper pull and directs the child to do the same using zipper board, doll and doll clothes, and front and side opening garments.	
5.) The child pulls up zipper pull independently. The child locks zipper with physical assistance.	The teacher commands the child to pull up zipper pull without a process model on front, side and back opening garments. The teacher models locking zipper and directs the child to do the same using zipper boards, doll clothes, and garments. Teacher provides physical assistance if necessary.	
6.) The child can zip a closed-ended zipper independently.	The child zips a closed-end zipper on front, side, and back-opening garments without a process model.	

PLN NO 5: Learning to Keep Healthy

Content Area 1: To Develop and Maintain Skills of Dressing Oneself

Item No. 20: Snaps

PREREQUISITE SKILLS

Body awareness & coordination

Eye-hand coordination

Grasp/release

Arm/finger flexion & extension

Visual tracking

Awareness of spatial relationships

RELATED CONTENT ITEMS

Putting on Trousers P. 283

Putting on Open Front Garments P. 286

Unsnaps P. 290

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The child grasps one snap in one hand and the other snap in the other hand with physical guidance.	The teacher provides activities to teach grasping small objects in individual hands and then both hands using i. e., pegs, buttons, snaps (unattached), etc. Using the snap frame, the teacher physically guides child to grasp one snap in one hand and the other snap in the other hand.	Pegs Buttons Snaps Montessori snap frame
3.) The child grasps the snaps correctly and brings the snaps together with physical guidance.	The teacher models grasping snap correctly on a frame and on garments, and directs the child to do the same. The teacher provides activities to teach bringing small objects together at the mid-point--i. e., to click, magnets to attract, finger cymbals, etc. Using a snap frame and garments with snaps, the teacher physically guides the child to bring the snaps together.	Pop beads Magnets Finger cymbals A variety of garments with snaps
4.) Independently the child grasps the snaps correctly and brings the snaps together pushing the snaps closed with physical assistance.	The teacher commands the child to grasp the snaps correctly without a process model. The teacher models bringing the snaps together on a frame and on garment and directs child to do the same. The teacher provides activities to teach snapping objects together using pop beads. The teacher physically assists the child to push snaps closed on form board and on garments.	
5.) The child brings the snaps together independently.	The teacher commands the child to bring the snaps together without a process model. The teacher models pushing snaps closed using a formboard, doll and doll clothes, and garments and directs the child to do the same. The student snaps a snap together with no physical assistance.	
6.) The child can snap a garment closed, lining up the snaps.	The child can snap a garment closed independently. Initially a teacher may assist the student in aligning the snaps on the left with the snaps on the right.	

PLN NO 5: Learning to Keep Healthy

Content Area I: To Develop and Maintain Skills of Dressing Oneself

Item No. 21: Puts on Cap

PREREQUISITE SKILLS -294-
Body awareness & coordination
Eye/hand coordination
Grasp/release
Adequate attending behavior
Arm/hand: flexion & extension
Awareness of special relationships

RELATED CONTENT ITEMS
Identification of Body Parts P. 82

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Following a demonstration of the task, student identifies a cap/hat.	Teacher displays various articles of clothing, (glove, shoe, pants, cap). Following a demonstration of the task and verbal cue, "Show me the cap/hat", student points to the appropriate one.	Various styles of caps Learn to Dress Kits #1139 closures, Learning Products, Inc. School Supply, Inc. Early Learning materials, The Boys' Hats #377-0 The Girls' Hats #545-4 Book Cap for Sale by Esphyr Slobodkina (Albert Whitman, Young Scott) \$3.50.
3.) Following a demonstration of the task, student grasps cap at brim.	Teacher and student sit facing a mirror. Both have a cap (with brim) in front of them. Following a demonstration of the task, student grasps cap at brim. Teacher provides physical assistance if necessary.	
4.) Following a demonstration of the task, student places cap on head.	Teacher and student sit facing a mirror. Following a demonstration of the task, student grasps cap at brim and places on head. Teacher provides physical assistance if necessary.	
5.) Following a demonstration of the task, student adjusts cap correctly on head.	Teacher and student sit facing a mirror. Following a demonstration of the task, student grasps cap at brim and places on head adjusting it so it sits correctly. Initially teacher provides physical assistance.	
6.) Student can independently put on cap/hat.	Teacher provides a variety of caps for child to put on. Teacher can read the picture book <u>Caps for Sale</u> and has students act it out, donning the caps at appropriate time.	

PLN NO 5: Learning to Keep Healthy

Content Area 1: To Develop and Maintain Skills of Dressing Oneself

Item No.23: Putting on Gloves and Mittens

PREREQUISITE SKILLS

Body awareness
Eye-hand coordination
Grasp/release, Visual tracking
Arm/finger flexion & extension
Awareness of spatial relationships
Fine/gross motor coordination

RELATED CONTENT ITEMS

Removes Gloves and Mittens P. 275

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student pulls glove over wrist.	Teacher places mitten on student's hand, guiding student's thumb and fingers into appropriate place, just short of wrist. Following a demonstration of the task, student grasps bottom of glove and pulls it down over wrist. Initially teacher can provide physical assistance.	Large mittens and gloves
3.) Student pulls glove over four fingers (minus thumb).	Teacher places mitten on tip of student's hand, guiding student's thumb into appropriate place. Following a demonstration of the task, student grasps bottom of glove and pulls it over four fingers down to wrist. Teacher provides physical assistance if necessary.	
4.) Student pulls glove over all fingers on to wrist.	Teacher places mitten on tip of student's hand. Following a demonstration of the task, student grasps bottom of glove and pulls it over fingers on to wrist. Physical assistance is provided. Initially glove should be a slightly larger size than child's usual size, to aid in ease of coordination.	
5.) Student puts mitten on independently.	Following a demonstration of the task, student picks up mitten and places it appropriately on hand. Initially physical assistance is provided. Same procedure (with modifications) is followed for putting gloves on.	
6.) Student can put both mittens on independently.	Following a demonstration of the task, student picks up second mitten and appropriately places it on other hand. Physical assistance is provided if necessary.	

PLN NO. 5: Learning to Keep Healthy

Content Area I: To Develop and Maintain Skills of Dressing Oneself

Item No. 23: Unbuttons

PREREQUISITE SKILLS

-296-

Body awareness

Fine & gross motor coordination

Arm/finger flexion & extension

RELATED CONTENT ITEMS

Removing Pants P. 277

Removes Garments P. 279-282

Buttons P. 297

Toilet Training P. 322

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The child grasps buttonhole area with one hand.	Following a demonstration of the task, student grasps buttonhole area with one hand. Teacher provides physical assistance if necessary. Teacher provides button frame board for student to practice on.	Various garments fastened with buttons (Varied sizes of buttons and buttonholes) Montessori type button frame
3.) The child grasps the buttonhole with one hand and button with the other hand.	Following a demonstration of the task, student grasps buttonhole area with one hand and button with the other. Student should grasp button between thumb and index finger. Initially button should be large enough for student to easily grasp. Physical assistance is provided if necessary.	
4.) The child pushes the button into the buttonhole.	Following a demonstration of the task, student grasps button between thumb and index finger and pushes button into the buttonhole. Initially buttonhole should be much larger than button. This will aid the student in coordination.	
5.) The child pushes the button through the buttonhole.	Following a demonstration of the task, student grasps button between thumb and index finger and pushes it through the buttonhole. Again buttonhole is larger than button. Initially teacher may provide physical assistance.	
6.) The child can unbutton a garment independently.	The child can unbutton his/her garment independently. Eventually buttonholes are reduced to normal size.	

PLN NO 5: Learning to Keep Healthy

Content Area 1: To Develop and Maintain Skills of Dressing Oneself

Item No. 24: Buttons

PREREQUISITE SKILLS

Body awareness
Fine & gross motor coordination
Arm/finger flexion & extension
Eye-hand coordination

RELATED CONTENT ITEMS

Pins on Trouser P. 283
Unbuttons P. 296

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will grasp button between thumb and index finger.	Following a demonstration of the task, student grasps button between thumb and index finger. Initially, teacher provides physical assistance. Buttons should be large enough for students to grasp without difficulty.	Garment with buttons Montessori-type button frames
3.) The student will grasp garment at buttonhole.	Following a demonstration of the task, student grasps garment directly in front of buttonhole. Physical assistance is provided if necessary.	
4.) The student will push button into buttonhole.	Following a demonstration of the task, student grasps button between thumb and index finger and pushes button into buttonhole. Initially buttonhole is much larger than button to aid student in coordination.	
5.) The student will push button through buttonhole.	Following a demonstration of the task, student pushes button through buttonhole. Teacher provides a Montessori-type button frame for student to practice on.	
6.) The student will independently button garment.	Independently student buttons up garment, aligning buttons with correct buttonholes. Initially teacher can color code buttons with buttonholes to aid the student in alignment.	

PLN NO 5: Learning to Keep Healthy

Content Area I: To Develop and Maintain Skills of Dressing Oneself

Item No. 25: Tying a Square Knot

PREREQUISITE SKILLS -298-
Fine and gross motor coordination
Eye-hand coordination
Visual tracking
Arm/finger flexion & extension

RELATED CONTENT ITEMS
Tying a Bow P. 299

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student grasps one end of each rope in each hand.	This item is to teach students to join two ropes together, knot shoelaces or hair ribbons that have broken, etc. Following a demonstration of the task, student grasps one end of each rope to be joined, one in each hand. Initially a thick cord, $\frac{1}{2}$ inch, should be utilized to aid the student in coordination. Prerequisite: Student should be able to demonstrate direction of "over".	Ropes ($\frac{1}{2}$ to $\frac{1}{3}$ inch in thickness) Broken shoelaces Ribbons
3.) Student puts left end over right end.	Following a demonstration of the task, student places left end of rope over right end, pulling them tight. Teacher stands behind student and places hands over student's to aid in manipulations.	
4.) Student puts right end over left end.	Teacher stands behind student with hands over student's. Student now takes ends and places right end over left end, pulling them tight. If students have difficulty discriminating left and right, teacher can color ends of rope red and blue. (Ex. Red end over blue end.)	
5.) Student is able to join two pieces of rope together utilizing square knot.	Student independently joins two pieces of rope together, utilizing a square knot. Rope is at least $\frac{1}{3}$ of an inch in thickness.	
6.) Student is able to join two shoelaces together utilizing square knot.	Student independently joins two pieces of shoelace together, utilizing a square knot. Students can also join two ribbons together.	

PLN NO 5: Learning to Keep Healthy

Content Area 1: To Develop and Maintain Skills of Dressing Oneself

Item No.20: Tie Bow

PREREQUISITE SKILLS

Body awareness
Fine and gross motor coordination
Eye-hand coordination
Grasp release, Visual tracking
Awareness of spatial relationships
Arm/finger flexion & extension

RELATED CONTENT ITEMS

Unties a Bow P. 278
Puts on Shoes P. 285
Combing & Brushing Hair P. 316
Tying a Square Knot P. 298

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student grasps laces bringing left one over right.	Following a demonstration of the task, student grasps each lace by its ends and crosses the left one over the right one, pulling them tight. Teacher stands behind student and places hands over student's, providing physical assistance.	Dapper Dan and Dressy Bessy Montessori Boards Heavy cord
3.) Student grasps end of lace and folds it back upon itself to form loop.	Placing hands over the child's, the teacher assists child in folding lace back upon itself into a loop. The teacher provides activities to teach the concept of folding such as using rope or cord and folding it over. The teacher provides other folding activities such as folding paper, clay, and material.	"Learn to Dress Kits" by Learning Products, Inc. "Dress Yourself Books" ABC Early Learning Materials Old lace shoes
4.) Student grasps second lace and folds it back upon itself to form loop.	Teacher repeats the above task with the other lace. Student now holds one loop in each hand. Teacher should provide a Montessori-type lace board for students to practice on.	"How to Tie a Bow" (Card & Record) Ideal Toy Corp.
5.) Student pulls one loop around the other.	Teacher stands behind the student and places hands over student's, assisting him in pulling one loop around the other. The teacher provides varied types of bows to tie, such as ribbons, tie belts, large shoes, and own shoes within classroom practice setting.	
6.) Student pulls one loop around other and through, pulling tight.	Teacher standing behind student, physically assists him/her in pulling loop through, pulling tight. Eventually student ties bow independently.	

PLN NO 5: Learning to Keep Healthy

Content Area 1: To Develop and Maintain Skills of Dressing Oneself

Item No. 27: Hooks

PREREQUISITE SKILLS -300-

Body awareness
Fine & gross motor coordination
Eye-hand coordination
Grasp/release, Adequate attending behavior
Arm/finger flexion and extension
Awareness of spatial relationships

RELATED CONTENT ITEMS

Putting on Trousers P. 283
Unhooks P. 301
Putting on Bra P. 303
Toilet Training P. 322

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student grasps hook side of the garment with hand.	The teacher places hands over child's and physically assists him/her in grasping hook side of the garment. Teacher provides Montessori ti-type hook and eye frames for student to practice on.	Dressy Bessy and Dapper Dan by Playakool "Learn to Dress Kits" by Learning Products, Inc. #1139 (closures) Montessori -type form board with books Various types of closures "Dress Yourself" Cloth Book from ABC Early Learning Materials, 1971 Beads of various sizes
3.) The student grasps hook of garment with one hand and eye with the other.	The teacher places hands over child's and physically assists him/her in grasping hook with one hand and eye with the other.	
4.) The student grasps hook and eye and pulls them together.	Following a demonstration of the task, student pulls the hook and eye together. To aid student in developing fine motor skills teacher provides small objects for him/her to pick up.	
5.) The student pulls them together and hooks them together.	Following a demonstration of the task student places hook into eye. Teacher provides physical assistance if needed. Student dresses up in costumes that have hooks and eye fasteners.	
6.) The student can independently hook garments.	Student independently fastens hook and eyes. Student practices this skill by dressing dolls and aiding other classmates in dressing.	

PLN NO 5: Learning to Keep Healthy

Content Area I: To Develop and Maintain Skills of Dressing Oneself

Item No. 28: Unbooks

PREREQUISITE SKILLS

Body awareness
Fine & gross motor coordination
Grasp/release, Adequate attending behavior
Eye-hand coordination
Arm/finger flexion and extension
Awareness of spatial relationships

RELATED CONTENT ITEMS

Removing Pants P. 277
Hooks P. 300
Putting on Bra P. 303
Toilet Training P. 322

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The child grasps one side of garment with each hand.	The teacher provides activities to teach the skill of grasping an object in each hand and bringing them together at the midline of the body--i.e., using objects such as toy cars, tennis balls, blocks, magnets, etc.	Toy cars Small rubber balls Counting blocks Magnets
3.) The child grasps the garment in both hands and slides both hands together.	The teacher models the sliding movement and/or gives verbal directions. The teacher uses the above activities to teach the child to grasp and bring together objects in front of, to the side of, and behind the body. The teacher provides opportunities to use formboards and/or garments with hooks and eyes.	Montessori-type hook and eye formboards Bras Sport tops with hook and eyes Paint smocks with hook and eye Oil base clay 36 inch length of #2-0 loop chain and ("S") hook
4.) The child grasps the garment with both hands, slides both hands together independently, twists hands apart.	The teacher provides activities to teach the skill of twisting hands apart such as a roll of clay, chain with large links and one "S" hook, and formboards and garments with hooks and eyes. The teacher models the twisting movement of hooks on eyes and/or gives verbal directions using formboards and garments.	Taffy Silly putty Bricks
5.) The child twists hands apart and pulls them away.	The teacher models pulling hands apart using formboards and garments and/or gives verbal directions. The teacher provides activities to teach the skills of pulling hands apart from the midline, such as pulling clay, taffy, silly putty, magnets, bricks, and other such objects that give resistance to pulling. The teacher provides garments with front, side, and back fastened hooks and eyes.	
6.) The child will unhook all types of garments independently.	The teacher provides various garments fastened with hooks.	

PREREQUISITE SKILLS -302-
 Body awareness & coordination
 Eye-hand coordination
 Grasp/release, Visual tracking
 Arm/finger flexion & extension
 Awareness of spatial relationships

RELATED CONTENT ITEMS
 Puts on Open-Front Garments P. 286
 Zips (Closed-End) P. 292
 Unzips P. 291

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student grasps the zipper pull.	Following a demonstration of the task, student grasps the zipper pull on an opened garment. A toy can be attached to zipper pull to allow the student in grasping the pull.	Various garments with opened-end zippers Zipper board Small objects or toys to attach to zipper pulls Various sizes of open end zippers
3.) The student grasps the zipper pull and pulls up, zipping the garment.	Teacher puts zipper end in track and begins zipping (about 2 inches up). Following a demonstration, student grasps pull and continues to zip the rest of the way up. Teacher provides Montessori-type zipper frame for child to practice on.	
4.) The student grasps the zipper pull in one hand and the zipper track in the other.	Teacher stands behind student and physically assists him/her in grasping zipper pull in one hand and track in the other. Teacher makes sure that zipper pull is pulled all the way down.	
5.) The student pushes zipper end into track.	Student is wearing garment with open-end zipper. Teacher physically assists student as he/she pushes zipper end into track. Teacher provides Montessori-type zipper frame for child to practice on.	
6.) The student can zip an open-end zipper independently.	The student puts on a garment with open-end zipper. Student is able to independently zip it closed.	

PLN NO 5: Learning to Keep Healthy

Content Area 1: To Develop and Maintain Skills of Dressing Oneself

Item No.30: Putting on a Bra

PREREQUISITE SKILLS

Body awareness
Eye-hand coordination
Grasp/release, Visual tracking
Arm/finger flexion & extension
Fine & gross motor coordination

RELATED CONTENT ITEMS

Hook P. 300
Unhooks P. 301

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon verbal cue, student will pull bra up into place on dress form with physical assistance as needed.	Teacher will explain function of bra as support for breasts. Teacher shows student different types of bras (hook, pull over one-size-fits-all, bra slip, halter bras). Teacher will hook bra on dress form inside out, cups in back and closure in front. Upon demonstration of task and verbal cue, student will pull bra up over breasts and bring straps up into place on shoulders of dress form. Initially physical assistance is provided as needed.	Dress form Various types of bras (Hook, one-size-fits-all, halter, bra slip) Bras in various colors
3.) Student will pull bra around waist of dress form and up into place.	Teacher will hook bra on dress form--cups in back, closure in front. Upon demonstration of task and verbal cue, student will pull bra around waist of dress form so that cups are in front and pull up into place on dress form. Initially physical assistance may be necessary.	
4.) Student will put bra on dress form, hook, and pull up into place.	Upon demonstration of task and verbal cue, student will place bra on dress form with closure in front at waist and cups in back; then hook bra, brings cups around to front and pull up into place. Teacher should provide opportunity to practice hooking different types of bras (single/double hooks). Teacher should explain how to adjust bra by hooking on different eyes and by adjusting length of straps.	
5.) With verbal cues and physical assistance as needed, student will put bra on herself, hook and pull up into place.	Teacher physically assists student in putting bra on herself--cups in back, closure in front at waist--and in hooking bra. Upon verbal cue, student pulls bra around waist and up into place with cups over breasts and straps on shoulders. Teacher provides physical assistance initially as needed. Teacher and student discuss times that different types of bras (halter, slip) may be appropriate with certain clothes, and that depending on student's shape and clothes worn, no bra may be necessary.	
6.) Student will independently put bra on herself.	Student will independently put bra on herself when dressing in the morning or after gym, etc. Initially verbal cues may be necessary. Teacher displays different colored bras and explains when each is appropriate. (White bra under white blouse/dress, black bra under dark blouse/dress.) Teacher instructs student as to how to remove bra following a backward sequence of steps.	

PLN NO 5: Learning to Keep Healthy

Content Area 1: To Develop and Maintain Skills of Dressing Oneself

Item No.31: Working Safety Pins

PREREQUISITE SKILLS -304-

Body awareness
Eye-hand coordination
Grasp/release, Visual tracking
Arm/finger flexion & extension
Awareness of spatial relationships
Fine and gross motor coordination

RELATED CONTENT ITEMS

Skills in Dressing Oneself P. 273-307
Sharp and Pointed Tools P. 350
Fine Muscle Control P. 398

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will be able to identify a safety pin.	Teacher displays various types of pins and fasteners. Following verbal cue, "Point to the safety pin" student does so. Teacher provides experiences to encourage the child to become aware of the need to use a safety pin. The teacher works the pin for the student. The teacher provides time for role-playing activities--e.g. child must put on pants with no fasteners (tend to fall down) and child should realize need for a pin.	Safety pins Straight pins Over-sized garments Toothpicks, hair pins, etc. Clay
3.) The student will grasp the pin with teacher offering physical assistance.	The teacher will place his hands over those of the student's and, physically guide him to grasp the pin. The teacher completes the task of working the pin. The teacher provides the student with opportunities to practice grasp and release exercises--e.g., picking up toothpicks, straight pins, hair pins.	
4.) The student will grasp the pin and push the pin in with teacher offering physical assistance.	The teacher provides a physical model and after demonstration, the student will grasp the pin. The teacher puts his/her hands over student's hands and physically guides student with pushing the pin in. The teacher puts a pin within reach of student, picks it up, and puts it down, asking the child to do the same. The teacher has the student push in and out with a clothespin, clay, etc. to develop in and out movement of working the pin.	
5.) The student will be able to grasp the pin independently; he will push the pin in and down with the teacher offering physical assistance.	The teacher will provide a physical model and after demonstration, the student will push the pin in and down. The teacher works the pin and after giving the student the object, requests him to do the same. The teacher gives the child different garments which he is asked to pin openings together--e.g., blouse with no buttons.	
6.) The student will be able to independently work with safety pins.	The teacher provides opportunities for the student to work safety pins independently upon situational demands, with teacher offering no verbal or physical assistance. The teacher will expect each student to use a safety pin whenever the need arises--e.g., a lost button, broken zipper, a tear in a piece of clothing.	

PLN NO 5: Learning to Keep Healthy

Content Area E. To Develop and Maintain Skills of Dressing Oneself

Item No.38: Laces

PREREQUISITE SKILLS

Body awareness
Eye-hand coordination
Grasp/release, Visual tracking
Arm/finger flexion & extension
Awareness of spatial relationships
Fine and gross motor coordination

RELATED CONTENT ITEMS

Unites Bow P. 278
Putting on Shoes P. 285
Tie Bow P. 299

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student grapple laces and brings it to hole.	Teacher places hands over child's and provides physical assistance for student to grasp lace end. Initially thick laces should be utilized.	Jumbo lacing beads Threading ball #K-0296/ T-757, Creative Playthings Sewing cards Small lacing beads
3.) Student brings laces to holes and threads.	Teacher provides verbal direction for student to place laces through holes. Teacher also provides physical model for lacing procedure. The teacher provides activities for threading large cord through holes. The teacher provides large lacing beads and physical guidance to complete task. Initially student practices with wide laces and large holes.	Dressy Bees and Dapper Dan Lacing book, "Playbook" Large shoes and laces Montessori Lacing Boards
4.) Student brings laces to holes and threads independently following lacing pattern with physical assistance.	Teacher places hands over child's and provides physical guidance in following lacing pattern. The teacher provides large shoes and laces to practice lacing pattern. The teacher provides lacing beads and dressing boards and gives physical guidance. Initially lacing pattern should not include more than 2 holes on either side (total of four).	
5.) Student brings laces to holes and threads independently and attempts to follow sequential lacing pattern with verbal direction.	Teacher provides physical model and after demonstration, student can follow lacing pattern upon verbal direction. Teacher provides students with lacing boards and gives verbal direction to complete. The teacher provides verbal direction and has child follow lacing patterns on own shoes. Gradually lacing pattern size is increased to 4 or more holes on either side (total of 8 or more).	
6.) Student can lace independently.	The teacher provides opportunities for the student to lace article upon situational demand with teacher offering no verbal or physical assistance. The teacher provides various opportunities for the child to practice lacing own shoes and various types of shoes. If laces become unravelled at end, teacher can dip ends into hot wax.	

375

PLN NO 5: Learning to Keep Healthy

Content Area I: To Develop and Maintain Skills of Dressing Oneself

Item No. 33: Puts on Pull-over Garments

PREREQUISITE SKILLS -306-
Body awareness
Fine and gross motor coordination
Eye-hand coordination
Grasp/release, Visual tracking
Arm/finger flexion & extension
Awareness of spatial relationships

RELATED CONTENT ITEMS
Removing Pull Over Garments P. 280

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student pulls the garment down from the chest.	Teacher places a pull over garment on student leaving it bunched up around the chest. Following a demonstration of the task, student grasps bottom of garment and pulls it down to waist. Teacher offers physical assistance if necessary. Initially a larger garment than the child usually wears should be used.	Variety of pull over garments including sleeveless, short-sleeve, and long sleeve
3.) The student pushes arms through arm holes.	Teacher places a pull over garment over student's head, leaving it bunched up around the neck. Teacher places student's arm into armhole. Following a demonstration of the task, student pushes arms through arm hole out of opening. Initially teacher places her/his hand over child's fist to guide him/her through.	
4.) The student pushes arms into arm holes.	Teacher places a pull over garment over student's head, leaving it bunched up around the neck. Following a demonstration of the task, student pushes arm into and through arm holes. Initially teacher should provide short-sleeved garments to practice on, eventually graduating to long-sleeved ones.	
5.) The student pushes head through neck hole.	Teacher places a pull over garment over student's head and leaves it there. Following a demonstration of the task, student pushes head through neck hole. To encourage student to stick his/her head through, a game of peek-a-boo can be played. Initially garments with large V-necklines should be used.	
6.) The student grasps the garment, gathering it to neck hole.	Following a demonstration of the task, student grasps garment, gathering it to neck hole. Initially teacher provides physical assistance. Teacher should provide costumes (pull over types) for student to practice with.	

PLN NO 5: Learning to Keep Healthy

Content Area I: To Develop and Maintain Skills of Dressing Oneself

Item No. 34: Chooses Clothing Appropriate to Weather

PREREQUISITE SKILLS

Body awareness & coordination
Eye-hand coordination
Gross-/release, Visual tracking
Arm/finger flexion and extension
Awareness of spatial relationships

RELATED CONTENT ITEMS
Concepts of Weather P. 220-226
Skills in Dressing Oneself P. 273-307

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student is able to identify various articles of clothing.	Teacher displays various types of clothes for various seasons (pants, shorts, heavy jackets, bathing suits, etc.). Following a demonstration of the task and verbal cue, "Show me the pants/raincoat, etc., student does so appropriately.	Instructo #286, Seasons Instructo #1050 + 251 Seasons Activity Kit Picture puzzles of weather Judy #D6005 Milton Bradley #7576 "Games Around Us Story Posters" (season pictures) Various articles of clothing as listed in Content Area I Items #1-33
3.) Student is able to identify various types of weather and seasons.	Teacher provides various photographs, pictures, sounds, etc., that are associated with various seasons and weather. Student is able to associate the proper seasons/weather with the proper articles. (See PLN #4 Learning to Adapt and Function in One's Physical Environment for specific tasks.)	
4.) Student is able to match various articles of clothing to the appropriate season/weather.	Teacher displays a picture of children playing on a beach, or building a snowman. Various articles of clothing appropriate to both situations are displayed on table in view of student. Following verbal cue, "Show me what we wear at the beach/in the snow", student points to appropriate garments.	
5.) On a daily basis student can choose clothing appropriate to weather.	In the morning when child awakes he/she is taken to the window to observe the weather conditions. Following verbal cue "It is cold/rainy out. What should we wear?", student chooses appropriate clothing. The teacher has daily weather chart, but at this time, asks the child for response. "It's cold outside, what do we wear? It is raining, what should we wear?" The teacher displays bulletin boards of different kinds, uses visual means to show the changing of seasons and weather conditions. The teacher plays "what if" games - "What if it would rain, what would we wear?"	
6.) The student is able to select and don appropriate clothing independently.	Opportunities are provided for student to choose the appropriate clothing. (See Content Area I To Develop and Maintain Skills of Dressing Oneself, Items #1-33.)	

PLN NOS: Learning to Keep Healthy

Content Area II: To Develop and Maintain Skills for Maintaining Personal Cleanliness and a Well-Groomed Appearance
Item No. 1: Hand Washing

PREREQUISITE SKILLS -308-

Adequate attending behavior
Body awareness
Eye/hand coordination
Grasp/release
Finger flexion/extension
Receives visually

RELATED CONTENT ITEMS

Simple First Aid P. 342
Seeking Aid for Cuts/Burns/Bites P. 375
Health Habits P. 437
Serving Food P. 453

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student places hand under running water.	Teacher holds student's hands and puts them under the water. Teacher washes student's hands. The teacher has the student stand in front of the sink as the teacher stands directly behind him. The teacher guides his hands under the water to get used to the water. The teacher provides activities such as playing with boats in the water to encourage child to become accustomed to getting hands wet.	Wonderful Story of You Troll Cassettes (skin care) Valent I. M. C. Trend Enterprises-- A Guide to Good Grooming (bulletin board set) Understanding Your Body filmstrip #11260 (Encyclopedia Britannica Educational Corporation) Skin Personal Health by Heller Igell - American Health and Safety Series (skin care) Keeping Neat and Clean filmstrip-Educational Record Sales Washcloth, soap, towels
3.) Student wets hands with verbal direction from teacher; imitates motor pattern of rubbing hands together (no soap) with physical assistance from teacher.	The teacher gives a physical model and a verbal cue after which student wets his hands. The teacher places her hands over the student's and rubs hands together without soap. The teacher has the student go to the sink and, after turning the faucets on, the teacher wets his own hands and then says "Wet your hands" and expects him to carry out the command. The teacher has the class role-play the bathroom experience and washing of face to help student learn the rubbing motion.	
4.) Student wets hands independently; picks up soap and attempts to scrub hands with verbal assistance; rinses and dries hands with physical assistance from teacher.	The teacher gives a physical model and a verbal cue after which the student picks up the soap and attempts to scrub hands. The teacher holds student's hands and pattern proper drying motion. The teacher takes the student to the sink and washes his hands, after which he says to the student "Wash your hands". Student follows through. The teacher provides language discussion and pictures for object identification--e.g., soap, sink, towel, etc.	
5.) Student wets, soaps, and scrubs hands independently; rinses and dries hands with verbal assistance from teacher.	The teacher gives a physical model and a verbal cue after which the student will rinse and dry his hands. The teacher will rinse and dry his own hands, or those of another student, and then says to the child "Rinse and dry your hands." The student follows through. The teacher will provide opportunities within the classroom for the student to dry or wipe off hands--e.g., after painting, before eating, etc.	
6.) Student will wash and dry hands independently on situational demand.	The teacher provides several opportunities for student to use this skill (i.e., wash before eating, before working with food, etc.) The teacher will provide the student with daily experiences to get into the habit of washing hands whenever needed. He will also have the student practice drying hands with cloth towel, paper towel, and hand wall blower.	

PLN NO 5: Learning to Keep Healthy

Content Area 11: To Develop and Maintain Skills for Maintaining Personal Cleanliness and a Well-Groomed Appearance
Item No. 2: Face Washing

PREREQUISITE SKILLS

Body awareness, Grasp/release
Eye/hand coordination
Visual tracking
Adequate attending behavior
Arm/finger flexion/extension

RELATED CONTENT ITEMS

Bathing P. 312
Shower P. 313
Shaves P. 323
Submerging in Water P. 526

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student observes face getting washed.	The teacher wets the child's face. The teacher washes the child's face. The teacher has the student stand in front of the sink as the teacher stands directly behind him. The teacher guides his hands under the water to get used to the water. This task should be carried out in front of a mirror so student can observe activity. The teacher gives a course on hygiene in order to encourage adolescents to wash face and see this need to avoid break-out of the skin. The teacher has the student slowly get used to having face wet by first placing wet wash cloth on face and slowly emerging face under water during swimming period.	Wonderful Story of You Troll Cassettes (skin care) Health Hints #T-713, Triad Enterprises Bulletin Board set Health Stories - filmstrips Series, # 7660 Encyclopedia Britannica Educational Corp. Understanding Your Body filmstrips Series #11540 Encyclopedia Britannica Educational Corp. Personal Health by Haller Igel - American Health and Safety Series Wash cloth, soap, towel Keeping Neat and Clean filmstrip - Educational Record Sales
3.) The student imitates motor pattern of wetting face and drying without soap.	The teacher gives a physical model and verbal cue after which the student will imitate the motor pattern of wetting and drying face. The teacher has the student go to the sink and role-play the actions of washing face without turning on the water as teacher instructs the student by saying, "This is where we wash our face. Show me how you do it without turning on the water." The teacher then has the student dry his own face or practice drying the face of a doll or other child with a towel.	
4.) Student wets face, picks up soap, and attempts to apply soap with physical assistance from teacher; washes, rinses, and dries face with assistance from teacher; soap is applied to either hands or wash cloth.	Teacher holds student's hands and assists child in applying soap to hands or cloth. Teacher holds child's hands and assists child in washing, rinsing, and drying face. The teacher has the student stand in front of the sink as the teacher stands directly behind him and guides him through the motions and actual doing the washing, rinsing, and drying of his face together. The teacher will have picture cards of soap, water, wash cloth and towel for student to label and give use of.	
5.) Student applies soap with verbal assistance from teacher. Student washes, rinses, and dries face with verbal assistance from teacher.	Teacher provides physical model and gives verbal cue one step at a time in proper sequence after which student will apply soap, wash, rinse, and dry face. The teacher will wash his own face and then say to the student, "Wet your face; put on soap; wash, rinse, and then dry your face." The student follows through. Practical application will be expected after swimming class.	
6.) Student will complete task independently on situational demand.	Teacher provides opportunities for the student to use this skill independently. (i.e., after a particularly messy meal or snack, after gym, etc.)	

PLN NO 5: Learning to Keep Healthy

Content Area II: To Develop and Maintain Skills for Maintaining Personal Cleanliness and a Well-Groomed Appearance
Item No. 3: Brushing Teeth (Manipulating Toothbrush)

RELATED CONTENT ITEMS
Rising P. 311

PREREQUISITE SKILLS -310-

Body awareness
Eye/hand coordination
Grasp/release
Arm/finger flexion & extension
Adequate attending behavior
Receives visually

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student grasps the toothbrush.	Following a demonstration of the task and verbal cue, "Hold the toothbrush", student grasps it appropriately. Teacher can place hands over the student's to assist him in grasping the toothbrush. Student should be able to identify his/her own teeth, toothbrush, toothpaste, water.	Access to sink Mirror Toothbrush Toothpaste
3.) Upon demonstration of task and verbal cue, student holds brush as teacher applies paste.	Following verbal cue "hold the toothbrush while we put toothpaste on"; student holds brush still and upright as teacher applies paste to brush. At this point it is not necessary for the student to learn to apply paste independently.	Set of plastic dentures Oversized toothbrush Colgate Professional Services Dept. offers free dental health educational programs
4.) Upon demonstration of task and verbal cue, student opens mouth with tongue at floor of mouth.	Facing a mirror, teacher demonstrates proper way of opening mouth. Following verbal cue, "Open your mouth", student does so. Teacher may give physical assistance for tongue placement if necessary.	Instructo #1162 "Keeping Clean and Healthy" Johnson & Johnson Butler Oral-B, Disclosing Tablets
5.) Upon demonstration of task and verbal cue, student brushes upper teeth.	Facing a mirror, teacher demonstrates proper way of brushing (downward and upward strokes) upper teeth (both outer and inner sides). Following verbal cue, "Brush your top teeth", student does so appropriately. Teacher should initially give physical assistance, by holding her hand over student's while he brushes.	
6.) Upon demonstration of task and verbal cue, student brushes lower teeth.	Same as above, except lower teeth are brushed. Students can practice brushing properly on a set of plastic teeth. Opportunities should be provided during school day (after lunch or snack) for student to practice this skill. Students can chew disclosing tablets to check for areas not brushed properly, then brush teeth a 2nd time off red coloring.	

300

PLN NO 3: Learning to Keep Healthy

Content Area II: To Develop and Maintain Skills for Maintaining Personal Cleanliness and a Well-Groomed Appearance

Item No. 3: Brushing Teeth (Rinsing)

PREREQUISITE SKILLS

Body awareness
Eye/hand coordination
Grasp/release
Arm/forearm flexion & extension
Adequate attending behavior
Receives visually

RELATED CONTENT ITEMS

Brushing Teeth P. 30

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student turns faucet on.	Following a teacher demonstration and verbal cue, "Turn the water on", student does so. Initially teacher should aid student adjusting water temperature. Teacher may mark the faucets with waterproof mystic tape (red for hot, blue for cold).	Access to sink Mirror Toothbrush Toothpaste
3.) Upon demonstration of task and verbal cue, student fills glass/cup with water.	Following a teacher demonstration and verbal cue, "Fill the glass/cup", student does so. Teacher may provide physical assistance if necessary. For sanitary purposes, teacher should provide students with disposable paper cups.	Cup Pegboard (with student's names for hanging brushes on)
4.) Upon demonstration of task and verbal cue, student fills mouth with water from glass.	Following a teacher demonstration and verbal cue, "Put the water in your mouth", student does so. Teacher will have to explain and demonstrate the fact that the water should not be swallowed. Initially student's glass/cup should only contain small amount of water.	
5.) Upon demonstration of task and verbal cue, student spits water out of mouth.	Following a teacher demonstration and verbal cue, "Spit the water out", student does so. Teacher explains that water must go into sink. Students repeat this step until mouth is clean, and then wipe face clean with towel.	
6.) Upon demonstration of task and verbal cue, student rinses toothbrush off.	Following a teacher demonstration and verbal cue, "Wash/rinse the toothbrush", student holds toothbrush with bristles under water until it is clean. Student then places toothbrush in proper area, such as pegboard adjacent to sink.	

PLN NO 5: Learning to Keep Healthy

Content Area II: To Develop and Maintain Skills for Maintaining
Personal Cleanliness and a Well-Groomed Appearance
Item No. 3: Bathing

PREREQUISITE SKILLS -312-

Body awareness & coordination, Visual tracking
 Eye/hand coordination, Grasp/release
 Arm/finger/leg flexion & extension
 Awareness of spatial relationships
 Adequate attending behavior
 Receives visually

RELATED CONTENT ITEMS

Hand Washing P. 308
 Face Washing P. 309
 Hair Washing P. 314
 Shower F. 313

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student sits in bathtub while being given a bath.	Following verbal cue, "Get into the bathtub", student sits in bathtub (after he/she has removed all clothes). First teacher has the student go to the bathtub and feel the water temperature - practice situations would include merely getting hands wet under sink faucet with varying water temperatures. Teacher should provide toys for student to play with while in the tub.	<u>Plans for Living: Your Guide to Health and Safety</u> Fearon Publishers <u>Keeping Neat and Clean</u>, Filmstrips, Educational Record Sales
3.) Student imitates washing movements. Student turns on hot and cold water with physical assistance from teacher.	Teacher provides physical model and student imitates washing movements. Teacher places her hand over the student's and provides physical guidance in turning on the hot and cold water. (Faucets may be marked with tape to aid the student in discrimination (red-hot, blue-cold). The teacher washes another student in the class for others to see how the washing movements are made. During class, role-playing situations are provided for all to imitate these movements. The teacher has the child to the bathtub; standing directly behind him, teacher physically guides student's hands in turning the water on and off.	<u>Understanding Your Body</u> filmstrip series #11260 (skin) Encyclopedia Britannica Educational Corp. <u>Spoken Arts #2004, "Look, Listen, and Learn with Bennie, Betty, and Bill",</u> <u>Unit 4: Learning About Our Bodies</u> <u>Wonderful Story of You</u> Troll cassettes (skin) <u>Language Arts Study Kits</u> "Good Health Ideas" Racine SEMC
4.) Student washes face, limbs, front and back with physical assistance from teacher. Student prepares water with direction.	Teacher places hands around student's and assists the child in washing. Teacher has the student go to the tub and say "Turn on the water and fill the tub". Student carries through, after stopping bottom of tub. The teacher has the child enter tub, sit down, and then teacher guides student through washing sequence. The teacher has student wash a doll in the tub.	Washcloth, soap, towel <u>Peabody Language Development Kit - Primary level</u> - No usehold item cards Water proof tape (red, blue)
5.) Student washes limbs front and back with directions (verbal) from teacher. Student prepares the water independently.	Teacher provides physical model and verbal cue after which student washes limbs, front, and back. The teacher has the student go to the tub and instructs him, "Take a bath". The teacher has class discussions on hygiene and instructs the students on the importance of keeping clean.	
6.) Student bathes independently on situational demands.	Teacher provides opportunities to bathe independently. (i.e., showering after gym activities)	

PLAN NO 5: Learning to Keep Healthy

Content Area II: To Develop and Maintain Skills for Maintaining Personal Cleanliness and a Well-Groomed Appearance
Item No. 6: Showering

PREREQUISITE SKILLS

Body awareness & coordination
 Eye/hand coordination, Receives visually
 Grasp/release, Visual tracking
 Arm/finger/leg flexion/extension
 Awareness of spatial relationships
 Adequate attending behavior

RELATED CONTENT ITEMS

Hand Washing P. 308
 Face Washing P. 309
 Bathing P. 312
 Hair Washing P. 314

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student stands under running water.	Teacher adjusts the water temperature. Following verbal cue "Stand in the shower", student does so.	Soap Towel Health Habits "Keeping Neat and Clean" filmstrip Educational Record Sales
3.) Following demonstration of the task, student soaps body.	Teacher places hands over student's as student grasps soap and physically assists student in soaping body, using wash cloth to wash face, behind ears, etc.	Filmstrip - "Taking a Shower" Pictures of bathtubs and showers
4.) Following demonstration of the task, student rinses soap off body.	Following a demonstration of the task, student steps under water and rinses soap from body. Teacher provides physical assistance if necessary. Students should make believe they are showering (with songs as "This is the way we wash our face...", etc.).	
5.) Following demonstration of the task, student steps out of shower and dries.	Following a demonstration of the task, student steps out of shower and dries off with towel. Teacher provides physical assistance if necessary.	
6.) Following a demonstration of the task, student can regulate water flow.	Following a demonstration of the task, student can turn water on, adjust temperature and turn water off. Faucets can be marked with tape (red - hot, blue - cold) to aid the student in discriminating. Student should independently be able to take shower.	

PLN NO 5: Learning to Keep Healthy

Content Area II: To Develop and Maintain Skills for Maintaining Personal Cleanliness and a Well-Groomed Appearance
Item No. 7: Hair Washing

PREREQUISITE SKILLS -314-

Grasp/release, Body awareness
Body coordination
Eye hand coordination
Arm/finger flexion/extension
Visual reception
Adequate attending behavior

RELATED CONTENT ITEMS

Bathing P. 312
Showering P. 313
Hair Dryer P. 315

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will wet his hair while teacher provides physical assistance. He is aware of differences in the water temperature.	The teacher will place hands over the student's hands and physically guide him through putting his head under the water and wetting his hair. The teacher completes the sequence of washing the hair for the student. Teacher will adjust the water temperature. The teacher provides opportunities for the student to experience hot/cold concepts--e.g., water, ice cubes, etc. The teacher slowly introduces various ways of becoming used to having head and hair wet--wet wash cloth first; then bowl of water; then slowly emerging entire head (swimming activities).	Trend Enterprises, "A Guide to Good Grooming" #T-819 (bulletin board set) The American Health and Safety Series by Haller Igel, "Personal Health" (care of hair) Educational Record Sales "Health Habits, Keeping Neat and Clean" (filmstrips) Towel Life-size doll
3.) The student will wet his hair with teacher giving verbal direction; and apply shampoo with teacher providing physical assistance; he will towel dry his hair with physical assistance	The teacher will provide a model and upon completing a demonstration will ask the student to do the same with only verbal direction. The teacher will place his hands over the student's and physically guide through the motions of applying shampoo, and towel drying his hair at end of sequence. Teacher will adjust the water temperature. The teacher scrubs and rinses the student's hair. The teacher will have a wig or doll in which she shows how to wet hair--the student in turn wets own hair in preparation for the washing. The teacher should use type of shampoo that does not sting eyes.	Wig Shampoo
4.) The student will apply shampoo and towel dry his hair with verbal assistance; wet his hair independently; scrub and rinse hair with physical assistance.	The teacher provides a physical model and upon its completion will only verbally require the child to apply shampoo and towel hair at end of sequence. The teacher will physically guide the child's hands in scrubbing motion and through the rinsing out of all soap with water. The teacher provides activities for the child to demonstrate his independency with wetting hair--gym, swimming. The teacher has the student use towel on dry hair for practice. Also, teacher has student practice on a doll or wig in applying right amount of shampoo for clean hair.	Be Healthy #51-FC/R-17940 Cariton films
5.) The student will scrub, rinse, and towel dry hair independently.	The teacher provides a physical model and upon its demonstration completion, the student will be required to scrub and rinse out his hair. The teacher provides opportunities for the student to practice adjusting water temperature and towel drying hair on own--e.g., swimming. Rinse out hair of wig or doll for practice so student sees when all soap is out of hair.	
6.) The student will adjust water temperature, apply shampoo, and towel dry hair independently.	Following a demonstration, student can turn water on, adjust temperature, shampoo, rinse and dry independently.	

PLN NO 5: Learning to Keep Healthy

Content Area II: To Develop and Maintain Skills for Maintaining Personal Cleanliness and a Well-Groomed Appearance

Item No. 8: Using a Hair Dryer

PREREQUISITE SKILLS

Fine motor skills
Visual reception
Eye/hand coordination
Grasp/release
Awareness of spatial relationships

RELATED CONTENT ITEMS

Hair Washing P. 314
Combing and Brushing Hair P. 315

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will plug in hair dryer and place on head.	Following a demonstration of the task, student plugs in dryer and places on head. Teacher provides physical assistance if necessary.	Hair dryer Various hats Electric hot combs for drying Other small, electrical appliances for use of plugs
3.) The student will plug in dryer and put on head while teacher provides physical assistance; unplug when done with teacher providing physical assistance if necessary.	The teacher places his hands over those of the student's and physically guides the student thru unplugging the dryer and taking it off his/her head. The teacher turns the dryer on and off. The teacher has the student recognize a plug by providing plugs for identification. Have the student use plugs in other situations (kitchen uses) for safety purposes. First have student place bag on head--then go on to fitted hats for hair dryer on head practice.	
4.) The student will turn hair dryer on and off with physical assistance; will test to see if hair is dry with physical assistance.	The teacher will place his hands over the student's and will physically guide him through the motions of turning the dryer on and off, and checking to see if the hair is dry. The teacher will have the student feel the difference between wet and dry hair by noticing how it is <u>before</u> it is washed and immediately <u>after</u> it is washed.	
5.) The student will be able to plug in, unplug, and put on dryer independently; turn off dryer and check to see if hair is dry with teacher offering verbal assistance.	The teacher will provide a model and upon completion of the demonstration will require the student to turn the dryer on and off, and check to see that hair is dry with verbal direction only. The teacher will demonstrate various types of dryers--e.g., bonnet-type and hot comb. The student will know the difference between the various types. (Use of pictures for identification and the actual dryers)	
6.) The student will be able to dry his hair with a hair dryer independently.	The teacher provides opportunities for the student to demonstrate his independency of using a hair dryer upon situational demand. He will encourage proper use at home by class discussion of when and how used.	

PLN NO 5: Learning to Keep Healthy

Content Area II: To Develop and Maintain Skills for Maintaining Personal Cleanliness and a Well-Groomed Appearance
Mem No. 9: Combing and Brushing Hair

PREREQUISITE SKILLS -316-
Body awareness
Grasp/release
Arm/finger flexion and extension
Receives visually

RELATED CONTENT ITEMS
Hair Washing P. 314
Hair Dryer P. 315
Setting One's Hair P. 317

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student shows an interest in hair by grasping for the comb/brush while accepting adult help in completing task.	The teacher completes the sequence for the child as he accepts this help. The teacher provides materials for grasp and release action--e.g., sticks, pencils, assorted combs and brushes.	Assorted combs and brushes Human wigs Life-size dolls The American Health and Safety Series-- Personal Health by R. Haller Educational Record Sales, Health Habits, Keeping Neat and Clean (filmstrips) Sticks, pencils for grasping exercise
3.) The student will grasp the comb/brush.	The teacher provides a model and after demonstration, verbally directs the student to grasp the comb/brush. The teacher will provide regular classroom activities where the student is required to follow one direction--e.g., pick up the stick.	
4.) The student grasps the comb/brush independently; and combs it with teacher providing physical assistance.	The teacher places his hand over the student's and physically guides him through the motions of combing his hair. The teacher will provide a doll or wig and together with the student will comb the hair. The teacher will give the student different kinds of combs and brushes--e.g., handled small man's comb, plastic and hair bristled, etc. to practice with.	
5.) The student will be able to part and comb his hair while teacher offers verbal assistance.	The teacher provides a model and after demonstration, will verbally direct the student to part and comb his own hair. The teacher will hold a mini beauty barber shop course where students watch the teacher be the beautician and then the students will role-play this situation upon verbal direction. The teacher will have basic discussions about keeping hair clean for easier management.	
6.) The student will be able to part, comb, and style his hair independently.	The teacher will provide opportunities for the student to independently part, comb, and style his hair upon situational demand.	

PLAN NO 5: Learning to Keep Healthy

Content Area II: To Develop and Maintain Skills for Maintaining Personal Cleanliness and a Well-Groomed Appearance
Item No. 10: Setting One's Hair

PREREQUISITE SKILLS

Body awareness & coordination
 Eye/hand coordination
 Grasp/release, Visual tracking
 Arm/finger flexion & extension
 Awareness of spatial relationships
 Adequate attending behavior

RELATED CONTENT ITEMS

Hair Washing P. 314
 Using a Hair Dryer P. 315
 Combing and Brushing Hair P. 316

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student shows an interest in setting hair, asks and accepts help from teacher.	The teacher provides opportunities of good grooming. The teacher sets the child's hair. The teacher provides pictures of various hair styles and their sets to instill a desire for style. The teacher provides opportunities during the day for the child to comb hair to instill realization that it is an ongoing task.	Various pictures of hair styles Assortment of rollers Clips Bobby pins Hair pins Ribbons Rubber bands Barrettes Wigs Life-size doll Filmstrips on "Care of Hair" SEIMC Judi 4 piece se-quees #610402, "Combing Hair" Field trip to beauty parlor
3.) The student locks hair in roller with physical assistance from teacher.	The teacher parts hair and puts in a roller. The teacher places hand over child's and assists child in locking hair in the roller. The teacher provides opportunities for the students to practice hair setting on wigs and one another.	
4.) The student parts hair and puts in roller with physical assistance from teacher; locks hair in roller with verbal assistance from teacher.	The teacher places hand over child's and assists in parting hair and putting in roller. Teacher provides a physical model and verbal cue after which the student locks hair in curler. Teacher should allow students to set each other's hair. A life-size doll can be provided for the students to practice on.	
5.) The student parts hair and puts in roller with verbal assistance from teacher and completes the task independently.	Teacher provides a physical model and verbal cue after which the student parts hair and puts in roller. Teacher provides a trip to beauty shop on a visit to school from the beautician. Teacher can set up a mini beauty shop in the room for the student to use.	
6.) The student sets hair independently.	Teacher provides opportunities for the student to use this skill independently (i.e., after showering, swimming class).	

Content Area II: To Develop and Maintain Skills for Maintaining Personal Cleanliness and a Well-Groomed Appearance
Item No. 11: Deodorant Application

PREREQUISITE SKILLS -318-
Body awareness & fine motor coordination
Eye/hand coordination
Arm/finger flexion & extension
Awareness of spatial relationships
Adequate attending behavior
Receives visually

RELATED CONTENT ITEMS
Bathing P. 312
Shower P. 313

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task, student identifies can/bottle of deodorant.	Teacher displays various aerosol cans (deodorant, shaving cream, disinfectant, etc.) that are found in a bathroom. Following a demonstration of task and verbal cue "Point to the deodorant", student does so. Initially cans will have to be color coded to aid non-reading students (a piece of green tape can be applied to deodorant.)	<u>Plans for Living: Your guide to health and safety</u> <u>Keeping Neat and Clean</u> <u>Understanding Your Body</u> <u>Encyclopedia Educational Corp., #200.</u>
3.) Upon demonstration of task, student grasps can/bottle and removes cap.	Following a demonstration of the task, student grasps can/bottle of deodorant and with other hand removes the cap.	<u>Learning About Our Bodies, #2004, "Look, Listen, and Learn with Bennie, Betty and Bill"</u> Various types of deodorant Various aerosol cans found in bathroom
4.) Upon demonstration of task, student positions can/bottle with finger on nozzle.	Following a demonstration of the task, student holds deodorant under arm. For spray, student positions finger on nozzle. Teacher can apply arrow to nozzle to aid student in aiming deodorant directly into armpit.	
5.) Upon demonstration of task, student applies deodorant.	Following a demonstration of the task, student applies deodorant. For spray, student pushes down on nozzle for 2 seconds, for roll on student rolls deodorant over appropriate area.	
6.) Student can use deodorant independently.	The student uses deodorant independently and in appropriate places. The teacher provides health and grooming filmstrips and visuals, stressing importance of cleanliness.	

PLN MO 5: Learning to Keep Healthy

Content Area II: To Develop and Maintain Skills for Maintaining Personal Cleanliness and a Well-Groomed Appearance
Item No. 12: Nose Blowing

PREREQUISITE SKILLS
 Body awareness & coordination
 Eye/hand coordination
 Grasp/release, Visual tracking
 Receives visually
 Adequate attending behavior

RELATED CONTENT ITEMS
 Body Identification P. 82
 Appropriate Behavior for Colds P. 343

DEVELOPMENTAL LEVELS	SKILLS, INSTRUCTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student observes as teacher demonstrates blowing her nose.	To create an awareness of the problem, the student is taken to a mirror. Student observes self and adult in mirror. Teacher success while looking into mirror and demonstrates (dramatically) displeasure at own appearance. Teacher then blows nose with large handkerchief, and then following verbal cue, "Blow your nose", aids student in doing so.	Mirror Tissues, handkerchiefs 3 x 5 index card Feather
3.) Student can identify nose, chin and mouth upon demonstration of task.	Teacher takes student's hand and touches teacher's nose, chin and mouth while naming the parts. Teacher then takes student's hand and touches his nose, chin and mouth while naming them again. Following verbal cue, "Point to nose/mouth/chin", student does so appropriately.	Ping pong ball Pie plate "Guide for the Instruction and Training of the Profoundly Retarded and Severely Multi-Handicapped Child" (1971, Santa Cruz County Office of Education) P. 67 - 72. "Manual for Parents and Teachers of Severely and Moderately Retarded Children" by George Peabody
4.) Following demonstration of task and verbal cue, student inhales through mouth and exhales through nose.	Teacher models behavior of inhaling through the mouth and exhaling through nose. Teacher should put student's hand on teacher's chin to experience motion of chin going up and down as mouth opens and closes, and to feel the air coming from the nose. Following verbal cue, "Put your hand on your chin and see if you can feel the air", student does so appropriately.	
5.) Following demonstration of task and verbal cue, student exhales through nose, blowing tissue ball off of card.	Teacher holds a 3 x 5 index card in mouth (between teeth) and placing a small piece of rolled tissue on card, blows it off by exhaling through nose. Following this demonstration and verbal cue, "Now you blow the ball off the card", student does so appropriately. Teacher can also have student blow feathers or ping pong balls across a pie plate.	
6.) Following demonstration of task and verbal cue, student blows nose into tissue.	Teacher holds a tissue in front of own face and blows out her nose making it flutter. Following this demonstration and verbal cue, "Now you make the tissue flutter", student does so by blowing through his nose. Teacher should provide verbal reinforcement.	

PLN NO. 5: Learning to Keep Healthy

Content Area II: To Develop and Maintain Skills for Maintaining Personal Cleanliness and a Well-Groomed Appearance
Item No. 13: Cuts, Cleans, and Files Fingernails and Toenails

PREREQUISITE SKILLS -320-
Body awareness & coordination
Eye, hand coordination
Adequate attending behavior
Awareness of spatial relationships
Arm/finger/leg flexion and extension
Visual tracking, Grasp, release

RELATED CONTENT ITEMS
Bathing P. 312
Shower P. 313

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student observes as teacher cuts and cleans his nails.	The teacher cuts and cleans the student's nails. The teacher instills in the child the importance of nail hygiene. The teacher shows well-groomed nails, as compared to dirty ones. Student can identify the difference.	Files Clippers Emery board Cuticle cutter Nail brush
3.) The student cleans nails with a brush with physical assistance from the teacher.	The teacher places hands over child's and assists the child in using the nail brush. The teacher files and cuts the child's nails. The teacher introduces the idea of the necessity of clean nails. The teacher shows pictures of well-groomed nails as incentive. The teacher introduces activities of back and forth motion (e.g., coloring, sanding) for use of nail brush.	
4.) The student shows an awareness of the need to clean nails; cleans nails with a brush with verbal assistance; uses file and cuts nails with physical assistance from teacher.	Teacher provides a physical model and verbal cue after which the child cleans his nails with a brush. Teacher places hand over child's and assists child in filing and cutting nail. Teacher provides opportunities for the child to develop awareness of proper foot hygiene, and teacher reminds child of caring for feet. The teacher provides manipulative exercises to develop coordination of cutting (oversized safety pins for open and close as used on some clippers). The teacher provides opportunities for the children to practice filing and cutting on each other.	
5.) The student shows an awareness of need to cut nails; cleans nails with a brush independently; uses file and cuts nails with verbal assistance from teacher.	Teacher provides physical model and verbal cue, after which student will file and cut his nails. Teacher provides grooming periods during the week for the student to practice.	
6.) Student completes the task independently upon situational demands.	Teacher provides opportunities for the child to use this skill independently (i.e., after gym class and showering time).	

PLN NO. 51: Learning to Keep Healthy

Content Area II: To Develop and Maintain Skills for Maintaining Personal Cleanliness and a Well-Groomed Appearance

Item No. 14: Menstrual Care

PREREQUISITE SKILLS

Body awareness & coordination
Eye/hand coordination, Adequate attending behavior
Grip/release, Visual tracking
Arm/finger/leg flexion-extension
Awareness of spatial relationships
Receives visually

RELATED CONTENT ITEMS

Books P. 300
Unbook P. 301
Changes Underwear P. 325

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student observes and listens as teacher cares for her during time of student's menstrual period. The student can identify and recognize the use of menstrual items.	The teacher attends to the student during her menstrual period explaining what she is doing to help the girl. A verbal cue prompting the student to observe and listen may be necessary. Using filmstrip and books, teacher explains menstrual cycle and need for menstrual items - e.g. napkin, belt/panty, tampon. The teacher presents menstrual items for the student to identify and recognize the use of each.	Sanitary napkins Belts Sanitary panties Tampons Large doll Filmstrip on <u>Menstruation</u> SEIMC Compton's Precyclopedia "Growing Up", Volumes 16, page 136. Encyclopedia Britannica, Education Corporation, "Reproductive System", filmstrip #11560, Series II Reference list furnished by Central Wisconsin Library, 317 Knutsen Drive, Madison, Wisconsin
3.) The student will model teacher's behavior of positioning belt/panty on doll and hooking pad into place.	Using large doll, the teacher demonstrates positioning of belt/panty and hooking pad into place. The teacher places hand over girl's hand assists in putting belt/panty on in correct position and physically assists in hooking pad in place. Upon verbal cue without physical assistance, the student will position belt/panty and hook pad into place on doll correctly.	
4.) The student will model teacher's behavior of removing pad from belt/panty on doll and disposing of correctly.	Using large doll, the teacher demonstrates unhooking pad and disposing of it correctly. The teacher places hand over girl's hand and assists in removing pad from doll and disposing of correctly. Upon verbal cue and without physical assistance, the student will unhook pad from belt/panty on doll and dispose of correctly.	
5.) Upon verbal cue without physical assistance, student can position belt/panty on herself, hook/unhook pad, and dispose of pad correctly still needs cue as to when to anticipate monthly cycle.	With teacher's assistance, student will put belt/panty on herself correctly and hook/unhook pad. During student's period, she will hook pad into proper device under teacher's supervision. Teacher provides verbal cue as to when the time is to change pad. Teacher supervises removal of pad, if needed providing verbal cue for unhooking and disposing of pad. The teacher assists the student in preparing a monthly calendar to familiarize the student with menstrual cycle.	
6.) The student is aware of monthly cycle, can anticipate, and be prepared to care herself independently.	The teacher will bring student to bathroom at school or public building that has napkin/tampon dispenser. Teacher demonstrates how to buy napkin/tampon from machine. Student models behavior assisted as needed. The student is aware of monthly cycle, can anticipate, and be prepared to care of herself independently. (If teacher wishes to teach student use of tampons, teacher can use instructions provided in box as guidelines to teach correct insertion, removal and disposal.)	

PLN NO. 5: Learning to Keep Healthy

Content Area II: To Develop and Maintain Skills for Maintaining Personal Cleanliness and a Well-Groomed Appearance

Item No. 5: Toilet Training

PREREQUISITE SKILLS -322-

Body awareness & coordination
Eye/hand coordination
Awareness of spatial relationships
Adequate attending behavior
Grasp/release, Visual tracking
Arm/finger/leg flexion & extension

RELATED CONTENT ITEMS

Removes Pants P. 277
Changing Underwear P. 325

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will walk to the toilet following a verbal cue.	Toys are placed near the entrance to the lavatory, so as to occupy the student at that location. Following a verbal cue, "Let's go potty", teacher takes student by hand and leads him/her to toilet. Gradually the teacher moves farther and farther ahead of child, and toys are placed at increasing distances from toilet. Teacher can reinforce walk to the lavatory by giving student a consumable, and repeating "Good boy/Good girl". Eventually food and verbal prompts are phased out, and teacher moves behind student so he/she enters toilet first.	Access to toilet, toilet paper Toys Candy
3.) The student will lower his/her pants.	When student is at toilet, the teacher places the child's hands on the sides of the training pants near the leg opening and moves the hands through the motion of pulling the pants down. Teacher accompanies this with verbal cue "Pull your pants down". Teacher reinforces the student upon walking to the toilet and lowering pants to just below the knees. The pants are then pulled up by the teacher. Eventually the teacher and child lower the pants together, next the teacher gradually shifts her/his hands up to the child's arms to increase the distance between his/her own hands and those of the child. Eventually child lowers pants in response to verbal cue "Lower your pants". Pants are replaced by the teacher.	"Toilet Training the Severely Retarded", Fox and Azarin, University of Illinois, Champagne, IL "A Manual for Parents and Teachers of Severely and Moderately Retarded Children", Larsen and Bricker, George Peabody College, Nashville, TN 37203
4.) Student sits on the toilet seat or takes the proper male stance while facing it.	The teacher sits female children on the seat or positions male children in front of seat. Teacher places hands around subject's shoulders. Initially students are restrained in these positions for 10 seconds--gradually increasing to 30 seconds. The child is reinforced if he/she sits for the required time or stands with pants lowered while facing it. At the end of the period, student is removed from seat, and pants are pulled up. Teacher gradually reduces the physical restraining. Teacher reinforces the child with a toy or candy after child has sat for a period of 30 seconds. Use of toilet paper is introduced at this level.	"Toilet Training of Normal and Retarded Children" Mahoney, Journal of Applied Behavior Analysis, 1971, Vol 4, pages 173-181
5.) Student pulls up pants.	After an elimination in the toilet bowl, the teacher takes the child's hands and places them on the sides of the pants near the waistband and the pants are pulled up by the teacher and child together. These hand movements are accompanied by verbal cue "Pull your pants up". Gradually the teacher increases the distance between his hands and the child's until the child is pulling up his/her pants independently. Reinforcement is contingent upon the child pulling up his/her pants independently.	
6.) Student independently goes to toilet.	Eventually all verbal cues and reminders are faded out. Teacher should observe child at play. If a teacher observes a sudden increase in motor activity, the child tugging at pants, or the holding of genitals, teacher verbalizes "Let's go potty". Student is rewarded upon successful elimination.	

PLN NO. 5: Learning to Keep Healthy

Content Area II: To Develop and Maintain Skills for Maintaining Personal Cleanliness and a Well-Groomed Appearance
Item No. 16: Shaves

PREREQUISITE SKILLS

Body awareness & coordination
Eye/hand coordination
Grasp/release, Visual tracking
Arm/finger flexion & extension
Awareness of spatial relationships
Adequate attending behavior, Receives visually

RELATED CONTENT ITEMS

Face Washing P. 309
Bathing P. 312
Showers P. 313

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student observes as teacher shaves student.	Teacher shaves student. Instructor shows items for identification purposes. Instructor shows pictures of men for student to recognize the difference between shaven and unshaven.	Pictures of shaving equipment--i. e., razor, cord Electric shaver, cord, if needed Assorted pictures of men both shaven and unshaven Filmstrip on shaving "Shaving"
3.) Student is aware of the need to shave; plugs in and turns on the razor with physical assistance; unplugs and turns off the razor with assistance from teacher.	Teacher places hands over the student's and assists the student in plugging in and turning on the razor. Teacher shaves student. Teacher places hands over student's and assists student in unplugging and turning off the razor. Teacher shows pictures of men shaven and unshaven for students to classify as to whether or not a shave is needed. Teacher provides a time during the day for students to become familiar with a razor and the parts he must know to use it.	
4.) Student plugs razor in and turns on with verbal direction from teacher; shaves with physical assistance; turns off and unplugs razor with direction.	Teacher provides physical model and gives verbal cue after which student plugs in and turns on razor. Teacher places her hands over student's and assists student in shaving. Teacher provides physical model and gives verbal cue after which student turns off and unplugs razor. Teacher sets aside a grooming area within the room for students to practice shaving. Teacher provides opportunities for students to practice shaving each other (without turning shaver on).	
5.) Student plugs razor in, turns on, turns off, and unplugs independently; shaves with verbal direction from teacher.	Teacher provides physical model and gives verbal cue after which the student shaves. Teacher provides opportunities for students to shave at school, possibly first thing in morning, after gym showers, etc.	
6.) Student performs task independently upon situational demand.	Teacher provides opportunities for student to use this skill whenever possible.	

PLN NO 5: Learning to Keep Healthy

Content Area II: To Develop and Maintain Skills for Maintaining
Personal Cleanliness and a Well-Groomed Appearance
Item No. 17: Changing Clothing

PREREQUISITE SKILLS -324-
Body awareness & coordination
Eye/hand coordination
Grasp/release
Arm/finger/leg flexion & extension
Adequate attending behavior
Receives visually

RELATED CONTENT ITEMS
Skills of Dressing Oneself P. 273-327
Changing Underwear P. 325

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student observes as teacher aids him in changing clothes.	Teacher tells student when clothing requires changing, and aids him/her in doing so. The teacher works with the parents in order to set up a routine schedule for the student to follow in his home, daily check for change of clothes.	Set of dirty clothes Set of clean clothes Hamper for dirty clothes
3.) Student changes clothing as needed with a reminder; needs teacher assistance in recognizing clean and dirty clothing.	Teacher reminds student verbally when the need arises to change clothing. Teacher points out specific spots on clothing or particular articles requiring change after which student will change clothes. Teacher provides pictures of soiled and clean clothing for students to identify when the need arises for change.	Filmstrip - "Keeping Neat and Clean", Educational Records Sales
4.) Student changes clothing as needed independently; puts dirty clothes in proper place with assistance; is aware of clean and dirty clothes with direction.	Teacher gives student verbal cues indicating certain article(s) need changing after which student changes the correct item(s). Teacher takes student by the hand and shows student the proper place for the clothes to be placed.	
5.) Student puts clothing in proper places with teacher giving verbal direction; is aware of clean and dirty clothing independently.	Teacher provides physical model and gives verbal cue as to where dirty clothing is placed; after which, student places clothing in correct place.	
6.) Student is aware of when clothing needs to be changed and changes it independently on situational demand.	Teacher provides opportunities whenever possible for student to change dirty clothing, thereby using this skill.	

PLN NO. 5: Learning to Keep Healthy

Content Area II: To Develop and Maintain Skills for Maintaining Personal Cleanliness and a Well-Groomed Appearance
Item No. 18: Changes Underwear

PREREQUISITE SKILLS

Body awareness & coordination, Grasp/release
Eye/hand coordination, Visual tracking
Arm/finger/leg flexion & extension
Awareness of spatial relationships
Adequate attending behavior
Receives visually

RELATED CONTENT ITEMS
Skills of Dressing Oneself P. 273-327
Changing Clothing P. 325

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student changes underwear daily with physical assistance from adult.	Teacher indicates verbally to student that it is necessary and time to change underwear. Teacher works with parent/guardian to arrange a routine schedule and/or check to see that underwear is changed daily.	Clean underwear Hamper (for soiled underwear)
3.) Student changes underwear with verbal reminder from adult.	Teacher reminds student that it is time (or when it is time) to change underwear.	
4.) Student changes underwear daily without reminders. Student puts soiled underwear in proper place with direction.	Teacher provides physical model and gives verbal cue after which student puts soiled underwear in proper place.	
5.) Student changes underwear daily and places soiled underwear in proper place independently.	Teacher provides a verbal cue as to where soiled underwear is put after which the student places the underwear in the proper place.	
6.) Student changes and disposes of soiled underwear in proper place independently as a daily routine.		

PLN NO 5: Learning to Keep Healthy

Content Area II: To Develop and Maintain Skills for Maintaining Personal Cleanliness and a Well-Groomed Appearance
Item No. 19: Applying Make-Up

PREREQUISITE SKILLS -326-

Body awareness & coordination, Grasp/release
Eye/hand coordination, Visual tracking
Arm/finger/flexion & extension
Awareness of spatial relationships
Adequate attending behavior
Receives visually & auditorially

RELATED CONTENT ITEMS

Hand Washing P. 308
Face Washing P. 309

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student cleans face and washes hands before applying make-up. Student recognizes name and use of make-up items presented.	Teacher verbally reminds student to wash face and hands before applying make-up. If skin is oily, astringent may be applied with cotton balls. If skin is dry, cream or lotion may be applied before make-up. Teacher presents make-up items to student. Teacher applies make-up to student explaining the use and name of each. Teacher and student discuss appropriate times and places for make-up application. Teacher selects students of appropriate age and ability for each level.	Soap Wash Cloth Towel Cream or lotion Astringent Cotton balls Liquid base (cake base) Blush/rouge
3.) Upon verbal cue, student will recognize that base is applied after face is washed. Student will independently apply liquid base.	Upon presentation of verbal cue "Do you use base before or after washing your face?" (applying cream/astringent if used), student will answer appropriately. Student watches in mirror as teacher applies base to student's face. Student applies base with verbal and physical assistance as needed. Sequence involves shaking bottle, opening, covering open hole with finger, turning bottle upside down for a second, dabbing base from finger onto face, and smoothing base over face to give an even coat. (Modify sequence depending on container of base and type-liquid, cake.) Student independently applies base using mirror to check if base covers face evenly.	Lipstick/lipgloss-various colors Powder (face) Magazine pictures of women wearing make-up Mirrors (large mirror and hand/pocket mirror)
4.) Student will recognize appropriate stage of applying make-up for blush/rouge. Student will apply blush/rouge independently.	Upon presentation of verbal cue, "When should you use blush/rouge?", student will reply that it is used after base, or after washing face if base is not used. Student will observe teacher applying blush/rouge to student's face (in mirror). With verbal and physical assistance as needed, student will apply blush/rouge. Teacher presents magazine pictures of women with blush neatly applied for students to copy. Student applies blush/rouge and uses mirror to check appearance independently.	
5.) Student independently applies lipstick/lipgloss. Student recognizes appropriate stage of applying make-up for powder and independently applies powder.	In mirror student will observe as teacher applies lipstick/lipgloss to student's lips. With verbal and physical assistance as needed, student will apply lipstick/lipgloss. Using mirror to check appearance, student will apply lipstick/lipgloss independently. Upon verbal cue, "When do you use powder?", student will respond appropriately. With verbal and physical assistance as needed, student applies powder. Student applies powder independently, checking appearance in mirror.	
6.) Student will remove make-up independently at appropriate times, and apply cream/lotion or astringent as needed.	Teacher demonstrates removal of make-up and provides verbal cue for student to remove make-up at appropriate times (before sleeping, before entering swimming pool). Student independently removes make-up and uses cream/lotion or astringent as needed. Teacher provides opportunities for the students to use this skill--i.e. in morning if not done at home, after gym and showers, etc.) Teacher and students should realize that use of any or all of the above make-up should be flexible according to each person's needs and desires.	

PLAN NO 5: Learning to Keep Healthy

Content Area II: To Develop and Maintain Skills for Maintaining Personal Cleanliness and a Well-Groomed Appearance
Item No. 20: Patronizing Beauty/Barber Shop

PREREQUISITE SKILLS
Body awareness & coordination
Adequate attending behavior
Awareness of spatial relationships
Receives/expresses visually
Receives auditorially

RELATED CONTENT ITEMS
Combing & Brushing Hair P. 316
Setting One's Hair P. 37

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can identify a beauty or barber shop.	Teacher displays photographs or pictures of various shops and stores. Following demonstration of task and verbal cue, "Point to the barber/beauty shop", student does so.	Pictures of various stores and shops pictures of various hair styles
3.) Student can identify beauty/barber shop as a place for hair care.	From photographs or role-playing situations, student is able to recognize the barber/beauty shop as a place for hair care. Example: Teacher asks student "Can we get our shoes fixed there? Can we buy food there? Can we get our hair cut there?" Student replies appropriately.	
4.) Student is accompanied by adult on visit to barber/beauty shop.	Teacher accompanies and stays with student on a visit to a beauty/barber shop, while the student receives a haircut or styling. Teacher displays people with various hair styles so students are aware of their choices.	
5.) Student is only taken to shop by adult.	Teacher again accompanies student to shop, except student is left alone with barber/stylist. Teacher returns to pick up student after visit.	
6.) Student independently patronizes shop.	Student visits barber/beauty shop independently as the situation demands. Teacher sets up a corner for students to role-play a visit to shop. Students should not be given actual scissors, but rather pretend with their fingers.	

PLAN NO. 5: Learning to Keep Healthy

Content Area III: To Develop and Maintain Appropriate Eating Habits

Item No. 1: Acceptable Table Manners

PREREQUISITE SKILLS --328--

Body awareness & coordination
Eye-hand coordination
Grasp/release, Visual tracking
Finger/arm/leg flexion and extension
Receives auditorally/visually

RELATED CONTENT ITEMS

Appropriate Eating Habits P. 328-337
Serving Food P. 482-483

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The child sits and remains at the table for the meal with verbal reminders; keeps food in his mouth and chews with mouth closed with physical assistance.	To create an awareness of sitting at the table correctly, the teacher provides a physical demonstration model. The teacher provides activities which develop attention span for a length great enough to sit and remain at the table: i. e., simple sorting, peg board and matching tasks for attention; shows pictures of people sitting at table and eating; provides practice activities demonstrating with each student how to sit and remain at table. The teacher provides a variety of bite-size foods to place in child's mouth and physically assists him/her to keep mouth closed and to chew.	Table and chairs (child size) Table service Lunchroom menus Snack foods Assorted small objects for sorting activities Pegs and pegboards Peabody Language Kit, Level I Hayes Visual Aid posters, Good Manners: Sets I, II, and III Serving dishes and utensils Play dough Felt-tipped marker Paper plates Divided paper trays Bulletin Board Set - Eat Balanced Meals, Instructo
3.) The child sits and remains at the table for the meal independently; keeps food in mouth and chews with mouth closed with reminders; uses correct verbal manners with assistance.	The teacher creates stories and role playing situations for the child to use verbal manners appropriately. Through the use of language picture stimuli cards, the teacher elicits phrases connecting courtesy words with food labels or with children's names: i. e., "Soup, please", "Thank you, Don".	
4.) The child keeps food in mouth and chews with mouth closed independently; uses correct verbal manners with reminders at the table; selects appropriate amount of food with assistance.	The teacher provides dinner size paper plates on which is drawn three geometric shapes (squares or circles) in heavy felt tip pen. The teacher demonstrates serving play dough "foods" of different colors to fill just these areas and then assists the child. The teacher uses divided paper trays and demonstrates serving one spoon of play food into an area, and assists the child in doing this.	
5.) The child uses correct verbal manners at the table independently; selects appropriate amount of food with reminders; eats at appropriate pace without stuffing mouth with reminders.	The teacher announces and models a stated number of spoonfuls for a particular food and serves self; the child is asked to emulate. The teacher invites guests, such as parents or another teacher, to eat at the table with the children to reinforce good table manners. The teacher models taking one spoon or forkful of food, chewing and swallowing before taking another bite. The teacher models using a table napkin to wipe mouth and hands after eating.	
6.) The child uses acceptable table manners independently.	The teacher provides experiences in eating in public situations; i. e., the school lunch room, cafeteria.	

PLN NO 5: Learning to Keep Healthy

Content Area III: To Develop and Maintain Appropriate Eating Habits

Item No. 2: Drinking from cup/tumbler

PREREQUISITE SKILLS

Body awareness & coordination
Eye/hand coordination
Grasp/release, Visual tracking
Arm/finger flexion and extension
Receives visually
Receives auditorally

RELATED CONTENT ITEMS

Pours P. 334
Transporting Liquids P. 347

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student can grasp a training cup.	The teacher presents a training cup (with cover and spout) to student. Student is able to grasp the cup and may raise it off the table. Teacher may provide physical assistance if necessary.	Training cup with cover, spout, two handles, and with weighted bottom Bibs Fruit juices, kool-aid, Hi-C punches, etc. Wash rags Wash cloths Mugs Tumblers of various sizes Paper cups Water table, sink, or wading pool Bowmar Early Education Book, <u>Through the Day</u> "Relationship to the Body to Other Objects", Frostig Visual Perception Teacher guide, pp. 45-69 Finger Play Poems for Children, Finger Fun Palfrey's School Supply
3.) The student can raise a training cup to his/her mouth.	The teacher presents a training cup (with a small amount of liquid) to student. Student is able to grasp cup and raise it to level of his/her mouth. Initially teacher may provide physical assistance if necessary.	
4.) The student can drink from a training cup independently.	The teacher presents a training cup (with liquid) to student. Student is able to drink from it independently.	
5.) The student can drink from a training cup with lip spout removed, with assistance.	The teacher presents a training cup (without the lid and spout) with a small amount of liquid. Initially teacher may provide physical assistance as student drinks from it. As student progresses more liquid is added to cup.	
6.) The student can drink from various types of cups and mugs independently.	The teacher presents student with a regular cup/mug, 1/3 full of liquid. Student can independently grasp mug and drink from it without spilling more than a few drops. Eventually cup is presented 3/4 full.	

PREREQUISITE SKILLS -330-
 Body awareness & coordination
 Eye-hand coordination
 Grasp/release, Visual tracking
 Arm/finger/ flexion & extension
 Adequate attending behavior
 Responds visually

RELATED CONTENT ITEMS
 Eating Habits P. 328-337
 Stirring P. 438
 Serving Food P. 452-453

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task, student grasps spoon, fist style.	Following a demonstration of the task, student is able to grasp spoon in his/her fist. Teacher may provide physical assistance if required. Students who are unable to control ordinary flatware can use a "swivel spoon". These are constructed in such a manner as that food always remains in spoon, regardless of the way the student grasps the spoon.	Swivel spoons #PEC 7711A-E (\$2.40 - 3.00 each) Preston Corp. 71 5th Ave, N. Y., N. Y. 10003
3.) Upon demonstration of task, student brings food on spoon to mouth, with assistance.	The teacher scoops food onto the spoon and grasping student's hand, assists the child in bringing food into the mouth. To assist the child in developing the eye-hand coordination required when utilizing a spoon, finger foods (carrot sticks, pieces of diced apple) should be given to the child for him/her to eat, without use of spoon.	Spoons with built-up handles Plates, bowls Non-skid placemat Semi-solid foods
4.) Upon demonstration of task, student scoops food into spoon.	Following a demonstration of the task, student can scoop semi-solid foods (jello, dry cereal) into spoon. Spoons with built up handles should be provided. Teacher can provide liquids for the child to scoop with large utensils into large containers. Eventually sizes of spoon should be reduced.	Water table, various containers and scoops Instructo flannel board Balanced Meals #277 Relationship of body to other objects Frostig Visual Perception (Teacher's guide, pp. 45-69)
5.) Upon demonstration of task, student can bring food to mouth independently.	Following a demonstration of the task, student can scoop semi-solid foods into a spoon and convey in to mouth. No physical assistance is given. Plate or bowl should be placed upon a non-slip place mat to aid the student with coordination problems.	Bibs
6.) Student can use spoon independently.	During meal and snack periods, student is able to utilize a spoon appropriately, with a minimum of spills.	

PLN NO 5: Learning to Keep Healthy

Content Area III: To Develop and Maintain Appropriate Eating Habits

Item No. 4: Utilizing a Fork

PREREQUISITE SKILLS
Body awareness & coordination
Eye-hand coordination
Grasp/release, Visual tracking
Arm/finger flexion and extension
Adequate attending behavior
Receives visually

RELATED CONTENT ITEMS
Eating Habits P. 324-337
Sharp and Pointed Tools P. 350

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task, student grasps fork, flat style.	Following a demonstration of the task, student is able to grasp fork in his/her fist. Teacher may provide physical assistance if required. Students who are unable to control ordinary flatware can use a "swivel fork". These are constructed in such a manner so that fork remains steady regardless of the way student handles the fork.	Swivel forks #PEC 7711C (\$3.50 each) Preston Corp. 71 5th Ave., N. Y., N. Y. 00003
3.) Upon demonstration of task, student brings food on fork to mouth, with assistance.	The teacher scoops or stab food with a fork and grasping student's hand assists him/her in bringing food into mouth. To assist the student in developing the eye-hand coordination required when utilizing a utensil, finger foods (carrot sticks, pieces of diced apple) should be given to eat with fingers.	Forks with built up handles plates, bowls Non-skid placemat
4.) Upon demonstration of task, student scoops/ stabs food onto fork.	Following a demonstration of the task, student can scoop/stab food onto fork (mashed potatoes, scrambled eggs, etc.). Forks with built up handles should be provided. Teacher can provide various consistency foods for child to scoop/stab with a fork.	Instructo flannel board Balanced Meals, #277 Relationship of Body to Other Objects Frostig Visual Perception (Teacher's guide pp. 45-69)
5.) Upon demonstration of task, student can bring food to mouth independently	Following a demonstration of the task, student can stab/scoop food onto a fork, and convey it into mouth. No physical assistance is given. Plate or bowl should be placed upon a non-slip place mat to aid the student with coordination problems.	Bibs
6.) Student can use fork independently.	During meal and snack periods, student is able to utilize a fork appropriately with a minimum of dropping food.	

PLN NO 5: Learning to Keep Healthy

Content Area III: To Develop and Maintain Appropriate Eating Habits

Item No. 5: Uses Napkin

PREREQUISITE SKILLS -332-

Body awareness & coordination
Visual tracking, Grasp/release
Awareness of spatial relationships
Arm/finger flexion and extension
Eye-hand coordination
Receives/expresses visually

RELATED CONTENT ITEMS

Eating Habits P. 328-337
Serving Food P. 452-453
Meal Cleanup P. 454-464

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The child unfolds napkin with assistance.	The teacher models unfolding large napkins and/or dish towels. The teacher assists the child in unfolding large napkins and/or dish towels.	Large paper and cloth napkins Dish towels Frostig Program for Visual Perception: Teacher's guide, pp. 45-69 Handi-wipes Wall mirror Paper napkin holders: (commercial and home types) Instructo Flannel Board Set, <u>Balanced Meals #277</u> "Relationship of Body to Other Objects", Frostig Program for Visual Perception, Teacher guide pp. 45-69 Finger Play Poems for Children; Finger Fun Pair/Play's School Supply
3.) The child unfolds napkin with assistance; lays the napkin on his lap with assistance.	The teacher directs the child to unfold the napkin. The teacher leads the game of "Simon says----" and emphasizes parts of the body: i.e., "Simon says, put your hands on your lap." and/or Frostig materials. The teacher models, then assists the child in laying the unfolded napkin on the lap.	
4.) The child lays the unfolded napkin on his lap independently. The child will wipe his mouth and hands on the napkin with assistance.	The teacher directs child to lay the unfolded napkin on child's lap. The teacher demonstrates on the child with bright and sticky food (i.e., jam), the uncomfortable feeling and unsocial appearance of hands and mouth dirty with food. The teacher assists the child with wiping the mouth and hands with damp Handi-wipe until all the color and stickiness is gone.	
5.) The child will wipe his mouth and hands on the napkin with direction. The child will dispose of used napkin appropriately with directions.	The teacher models refolding soiled paper napkin and throwing it away (in a self-service situation) or in placing the soiled napkin by the dirty plate (in a serviced situation) and directs the child to emulate.	
6.) The child will place unfolded napkin on his lap before beginning his meal and will properly dispose of soiled napkin after the meal independently.	The teacher provides various public situations--school lunch room, restaurant, as opportunities for the child to independently demonstrate his skill of using a napkin.	

PLN NO 5: Learning to Keep Healthy

Content Area III: To Develop and Maintain Appropriate Eating Habits

Item No. 6: Passes and Serves Food

PREREQUISITE SKILLS

Body awareness & coordination
Eye-hand coordination
Grasp/release, Visual tracking
Arm/finger flexion and extension
Adequate attending behavior
Receives/expresses visually

RELATED CONTENT ITEMS

Eating Habits P. 328-337
Serving Food P. 452-453
Meal Cleanup P. 454-464

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The child receives food served in bowl or platter with assistance.	The teacher gives a container to a child and physically assists child in holding it. The teacher initiates game with children of passing various sizes of empty plastic containers with children remaining seated and passing to next child. The teacher assists children in similar game with passing a dish with a bean bag on it. The teacher initiates relay games of walking with a plate of various weight objects without spilling them: i.e., bean bag, graham crackers, etc.	Various sizes of plastic containers: i.e., sherbert, margarine containers Various kinds and sizes of me mac serving dishes Bean bags Crackers and/or cookies Serving fork Serving spoon
3.) The child receives food served with direction. The child serves self in appropriate amounts with assistance.	The teacher provides role playing situation with children seated in groups of three with teacher around card table and serving dishes with dried foods are passed with direction. The teacher models, then assists children in serving self one item of finger food from serving as it is passed in the role playing situation: i.e., dried fruit, cracker or cookie. The teacher models, then assists children in serving self with spoon or fork one scoopful of cereal.	Card table and chairs (child size) Various dried foods: fruit, lentils Dry cereals Teacher prepared 35mm slides of receiving, serving, and passing food Peabody Language, Local 1 (food pictures) Cassette: "Manners to Grow With", IMCO, Inc., Green Lake, Wis.
4.) The child receives food served on platter or in bowl independently; serves self in appropriate amounts with direction; asks for dish to be passed with verbal assistance; passes dish on with assistance.	The teacher repeats games of passing various sized containers and plates and models taking one object off the serving container, then directs the children to emulate. The teacher prepares a series of slides showing children seated at a luncheon and showing the skills of receiving, serving, and passing food. The teacher patterns language phrases of "please pass the..." and "thank you" and models these in correct contexts directing child to emulate using pictures of food and table time experiences. The teacher physically assists the child in passing serving dish to another child.	
5.) The child serves self from serving dishes independently; asks for food to be passed to him with direction; passes food to another person with direction.	The teacher models asking for food, serving self and passing food to another person in real social situations and directs the child to emulate.	
6.) The child will receive food in serving dishes, serve himself, pass serving dishes on to another person and ask for food to be passed independently.	The teacher provides opportunities for the children to use skills of receiving, serving self and passing food in a variety of social situations: i.e., school lunch room, public restaurant, buffet style meal, snack time, birthday parties, etc.	

PLN NO 5: Learning to Keep Healthy

Content Area III: To Develop and Maintain Appropriate Eating Habits

Item No. 7: Pours

PREREQUISITE SKILLS -334-

Body awareness & coordination
Eye-hand coordination
Grasp/release, Visual tracking
Arm/finger flexion & extension
Adequate attending behavior
Receives/expresses visually

RELATED CONTENT ITEMS
Transporting Liquids P. 347
Pouring P. 439
Measuring P. 441
Following Recipes P. 442
Recipes P. 511-517

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The child grasps container of liquid.	The teacher physically assists the child to grasp container with liquid.	Various sizes of plastic containers: i. e., qt., pt., etc.
3.) The child grasps container and pours out the liquid with direction; pours liquid from one container into another wide mouth container with assistance.	The teacher verbally directs the child to pour from a partially filled container. The teacher provides several containers and physically assists the child to pour liquid from one container into another with the child in wading pool or standing at water table.	Plastic pitcher with cover and pouring spout Wading pool and/or water table Tumblers, 12 oz. (plastic) Milk cartons, $\frac{1}{2}$ pt. Handi-wipes/sponges
4.) The child empties container of liquid independently; pours liquid from one container into another wide mouth container with direction; pours from pitcher into tumbler with assistance.	The teacher provides light weight pitcher or milk container with cover and assists the child in pouring into 12 oz. tumbler.	Masking tape Oven mitts Sauce pan Coffee mug Coffee pot
5.) The child will pour from one container into another wide mouth container independently; pours from pitcher into tumbler without spilling with direction; pours hot liquids with assistance.	The teacher marks the tumbler with tape and directs the child to pour from pitcher until the liquid reaches this line without spilling. The teacher physically assists the child in pouring warm and hot liquids, wearing oven mitts, into various sizes of containers: i. e., sauce pan, coffee mugs, etc. The teacher assists child in watering house plants from a watering can.	House plants Watering can Water Variety of hot and cold beverages
6.) The child pours hot and cold liquids from a variety of pitchers into a variety of containers without spilling independently.	The teacher provides opportunities for the child to pour various liquids from a variety of containers into a variety of receivers.	

PLN NO 5: Learning to Keep Healthy

Content Area III: To Develop and Maintain Appropriate Eating Habits

Item No. 8: Utilizing a Knife (Spreading)

PREREQUISITE SKILLS

Body awareness & coordination
Arm/finger flexion & extension
Eye-hand coordination
Grasp/release, Visual tracking
Adequate attending behavior

RELATED CONTENT ITEMS

Utilizing a Knife (Cutting) P. 336
Sharp and Pointed Tools P. 350
Cutting P. 440
Following Simple Recipes P. 442
Recipes P. 511-517

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for achieving instruction on this item.		
2.) Upon demonstration of task, student grasps knife by handle.	Following a demonstration of the task, student grasps knife. Teacher may provide physical assistance if required. Teacher should provide student with knives that have built up handles. Teacher should mark handle with blue tape, blade with red. Student is taught to grasp knife only by handle.	Spreading knives with built up handles Various knives (cutting and spreading) Cookies, breads, cakes
3.) Upon demonstration of task, student grasps knife and places it into spread with assistance.	Following a demonstration of the task, student grasps knife and places the blade into substance to be spread (jelly, peanut butter, whipped cream, etc.). Teacher provides physical assistance if necessary.	Breads (butter, whipped cream, jelly, peanut butter, etc.)
4.) Upon demonstration of task, student spreads food substance on cookies/bread with assistance.	Following a demonstration of the task, student spreads (jelly, butter, whipped cream, etc.) on bread/cookies. Teacher provides physical assistance if necessary.	
5.) Student spreads food substance on cookies/bread independently.	Student grasps knife, places blade into food substance and spreads on cookie or bread independently.	
6.) Student can discriminate between a cutting knife and a spreading knife.	Teacher displays a variety of knives for cutting and spreading. Upon demonstration of task and verbal cue, "Point to the knife we use for spreading (butter)", student does so appropriately. Teacher demonstrates how one knife makes cutting easier.	

PLN NO 5: Learning to Keep Healthy

Content Area III: To Develop and Maintain Appropriate Eating Habits

Item No. 9: Utilizing a Knife (Cutting)

PREREQUISITE SKILLS

Body awareness & coordination
Arm/finger flexion & extension
Eye-hand coordination
Grasp/release, Visual tracking
Adequate attending behavior

RELATED CONTENT ITEMS
Utilizing a Knife (Spreading) P. 335
Simple First Aid P. 342
Seeking Aid for Cuts P. 375
Cutting P. 440
Following Simple Recipes P. 442
Recipes P. 511-517

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task, student grasps knife by handle.	Following a demonstration of the task, student grasps knife. Teacher should determine the handedness of the student before student attempts to grasp knife. Teacher should provide student with knives that are equipped with built up handles. Teacher should mark handles with blue tape, blades with red. Student is taught to avoid area marked in red.	Forks and cutting knives with built up handles Plates, bowls Non-skid placemats Luncheon meat Bibs Band aids
3.) Upon demonstration of task, student cuts with knife with assistance.	Teacher holds a fork in a piece of luncheon meat with one hand, with the other hand she/he grasps child's hand over knife and assists her/him in cutting motions. Teacher should stand behind student.	
4.) Upon demonstration of task, student cuts with knife.	Teacher holds a piece of luncheon meat with a fork, while student unassisted cuts off piece with knife. Plate or bowl with meat should be placed upon a non-skid placemat to aid the student with coordination problems.	
5.) Upon demonstration of task, student holds fork with assistance and cuts independently.	Student grasps fork in fist and places it into luncheon meat. Teacher places hand over student's and assists him in holding fork steady. Student independently slices piece of luncheon meat.	
6.) Student independently cuts with knife while holding fork.	Student independently places fork into meat and with other hand slices off piece of meat with knife. During meal or snack periods, student is able to utilize a knife for cutting drawing a minimum of blood.	

PLAN NO 5: Learning to Keep Healthy

Content Area III: To Develop and Maintain Appropriate Eating Habits

Item No. 10: Choosing a Well-Balanced Diet

PREREQUISITE SKILLS

Expressive/Receptive language

Visual discrimination

Gross motor coordination

Knowledge of types of food

RELATED CONTENT ITEMS

Food and Home Maintenance P. 434

Following Simple Recipes P. 442

Recipes P. 511-517

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can identify basic food categories.	Upon demonstration of task, students can discriminate fruit, vegetables, meat, dairy products, breads categories. Teacher plans various activities to reinforce food names and categories. Bulletin boards and supermarkets can be set up within the classroom.	Peabody kit - p Plastic fruits and vegetables Food packages Actual foods Picture Sets - Peabody Kit "Food and Nutrition" ABC School Supply Flannel boards Scrapbooks Magazines with food pictures for scrapbooks
3.) Given a food, student is able to place it in proper category.	Upon demonstration of task, student is given a food product. Following verbal cue, "What kind of food category does this belong to?", student places it appropriately. Teacher can set up class "supermarket" with shelves or boxes for each category. Child places food (real, plastic, or picture) in appropriate area.	
4.) Upon demonstration of the task, student can identify balanced meal.	Teacher demonstrates and reinforces the concept that a balanced meal contains foods from all categories. Given a group of foods (real, plastic, or picture), student can identify it as balanced meal.	
5.) Upon demonstration of the task, student can choose a well-balanced meal.	Teacher demonstrates the choosing of food (real, plastic, or picture). Students then are given a chance to choose their own. This is followed by a discussion of each child's choice. Example: One student chooses all breads and cakes. Teacher asks students why this is not a balanced meal.	
6.) During actual meals, student demonstrates the ability to choose a well-balanced meal.	At actual meal times, student is given a choice to pick foods. Parent or teacher may aid him/her in picking a well-balanced meal. Student should be reinforced with his/her favorite food when he/she chooses correctly.	

PLN NO 5: Learning to Keep Healthy

Content Area IV: Illness Prevention Habits

Item No. 1: Indicates When Feeling Ill

PREREQUISITE SKILLS -338-

Receives auditorially/visually
Expressive language
Body awareness
Adequate attending behavior

RELATED CONTENT ITEMS

Body Identification P. 82
Understanding One's Emotions P. 84-86
Doctor P. 341
Simple First Aid P. 342
Appropriate Behavior for Colds P. 343
Seeking Assistance of Teacher P. 356

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can identify appropriate body parts.	Following verbal cue "point to your arm" or "show me your nose", student can do so appropriately. A teaching procedure for this can be found in PLN #2, Content Area II, Item No. 1: Identification of Body Parts.	D. U. S. O., Level 1 Bowmar Records Peabody - P. P. Level Faces "How to Catch a Cold", Disney film Peaky, the Cold Bug Filmstrip Selected transparencies from The Body by Instructo Selected transparencies from "Systems of the Human Body", by Milliken Pub. Co. The Invisible Man Study Prints "Understanding Your Body" by Encyclopedia Britannica Ed. Corp. Filmstrip set "Your Body" by IMCO
3.) Student can discriminate "feeling good" and "feeling bad".	Teacher role plays feeling sick or role plays feeling good, and pairs this with appropriate verbalizations. (Example: "I'm sick", "I'm happy.") Teacher prepares stories to facilitate role playing of feelings, (both emotional and physical). (See PLN #2, Content Area II, Item Nos. 3, 4, 5 Understanding One's Emotions.	
4.) Student can indicate area of discomfort following verbal cue and demonstration.	Teacher has student role play for other students to observe. Student comes in showing discomfort. Following verbal cue "Show/point to what hurts", student does so. Same procedure can be followed if student burns or cuts self. (See PLN #6, Content Area IV, Item No. 2: Seeking Aid for Cuts and Burns)	
5.) Student can indicate area of discomfort following verbal cue only.	Upon observing a child in physical discomfort, teacher asks "What hurts?". Child replies either verbally or points to distressed area.	
6.) Student will indicate area of discomfort independently.	Student points to/or verbalizes area of discomfort without teacher request.	

PLN NO 5: Learning to Keep Healthy

Content Area IV: Illness Prevention Habits

Item No. 2: Rest Periods

PREREQUISITE SKILLS

Receives auditorially/visually
Expressive language
Body awareness/coordination
Adequate attending behavior
Ability to tell time
Color discrimination

RELATED CONTENT ITEMS

Understanding One's Emotions P. 84-86
Identifies Nine Basic Colors P. 35
Indicates When Feeling ill P. 338

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue student will take part in rest period.	Teacher schedules a regular rest period at specific time each day. Teacher demonstrates proper procedure to follow for rest period. (Example: Heads down on desk, lying on mat, etc.) Teacher identifies appropriate area for resting. Physical and verbal assistance may be given.	Rest mats Teaching picture sets - Health and Cleanliness "Rest and Exercise" by David C. Cook Publishing Co.
3.) Student will begin rest period following verbal cue only.	Following verbal cue, "It is time for our rest period," or "Let's put our heads down," student follows through appropriately.	
4.) Student will remain in rest position with physical assistance.	Teacher sets up period of time for rest. If child attempts to leave rest area before allotted time is up, teacher leads student back to desk/mat and reminds student "It is time for rest".	
5.) Student will remain in rest position with verbal cue only.	If child attempts to leave rest area before allotted time, child will return to area with verbal reminder only. Teacher should reinforce child while in the rest area with statements such as "I like the way you are resting".	
6.) Student will remain in rest area independently.	Child will remain in rest area without any reminders until he/she is told the rest period is over. Teacher explains to students why rest and sleep is necessary.	

PLN NO 5. Learning to Keep Healthy

Content Area IV. Illness Prevention Habits

Item No. 3: Dentist

PREREQUISITE SKILLS -340-

Receives auditorially/visually
Expressive language
Ability to utilize telephone
Adequate attending behavior
Fine motor

RELATED CONTENT ITEMS

Role Playing P. 105
Telephone Skills P. 106-109
Brushing Teeth P. 310-311
Indicates When Feeling Ill P. 338

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The child passively accepts going to the dentist.	The adult makes regular and emergency dental appointments for the child and accompanies the child to keep the appointment. The teacher displays pictures of dentist, dentist office; offers dentist puzzle. The teacher leads discussion of the importance of the dentist. Have a dentist visit the classroom.	"Your teeth and their care" filmstrip "Teeth are to Keep" film "Tale of a toothache" filmstrip Sequence cards Peabody Kit, Level 2 Picture of dentist Selected pictures from various community helpers sets
3.) The child recognizes need for some dental care and will go to the dentist when accompanied by an adult.	The adult makes regular dental appointments for the child and accompanies the child to keep the appointment. The adult makes emergency appointments when the child requests it and accompanies him to keep the appointment. Teacher prepares sequence cards of checking calendar, making appointments, going to dentist office, etc. The teacher makes posters, bulletin boards to show importance of visiting the dentist; also films, filmstrip. Teacher makes class chart showing individual dental visits.	Judy Puzzle The Dentist Tele-a-trainer Telephone Telephone directory regular directory personal directory Calendar Study prints by J. L. Hammett Co. Keeping Clean & Healthy Our Community Helpers Set II, Filmstrip, The Dentist, Carlton Films Tape and filmstrips A Visit to the Dentist by Educational Prolec. Corp.
4.) The child seeks dental care at regular intervals accompanied by an adult.	The adult makes dental appointments when the child requests it and accompanies him to keep the appointment. The teacher assigns task of marking the calendar to show when the child needs regular dental visits. The teacher has model of dentist phone number and demonstrates role play of calling the office; gives visual/verbal cues for the child to repeat the task.	
5.) The child seeks assistance and dental care when reminded.	The adult will assist the child to make regular dental appointments and give assistance in getting to and from the dentist's office. The teacher demonstrates task of looking up dentist's number in phone book and role plays making an appointment and gives visual/verbal cues for the child to repeat the task.	
6.) The child will seek regular dental care independently.	The adult observes and is prepared to give assistance if necessary when the child makes and attends a dental appointment. The teacher assigns task of looking up dentist number in phone book and role plays making appointment.	

PLN NO 5: Learning to Keep Healthy

Content Area IV: Illness Prevention Habits

Item No. 4: Doctor

PREREQUISITE SKILLS

Receives auditorially/visually
Expressive language
Ability to utilize telephone
Adequate attending behavior

RELATED CONTENT ITEMS

Body Identification P. 82
Role Playing P. 105
Simple First Aid P. 342
Indicates When Feeling Ill P. 338
Seeking Aid for Cuts/Burns/Bites P. 375

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The child passively accepts going to the doctor.	The teacher introduces label of Doctor when showing pictures of a doctor. The teacher reads a story about a trip to the doctor's office. The teacher and students role-play the activities of doctor and patient. The teacher constructs bulletin boards. The teacher invites a physician into the classroom to give a routine checkup to students and to discuss various instruments and/or arranges a field trip to a doctor's office.	My Friend, the Doctor (Show and Tell book by Sylvia Tester) Charts Teletrainer, Telephone Personal phone directory including pertinent numbers such as doctor, dentist, etc. Judy Puzzle "The Doctor" Community Helper Posters Transparencies "People Who Help Our Community" I. e., Doctor, Nurse (IMCO) Individual sculptured vinyl Figures - (puppets) White Doctor, White Nurse, Black Doctor, Black Nurse (J. L. Hammett Co.) Wooden Community Helper Doctor (Black or White) J. L. Hammett Filmstrip "Our Community Helpers" Set 2, Carlton films "What a Doctor Sees When He Looks at You" filmstrip (Carlton films) Tape and filmstrip "A Visit to the Doctor" by Educational Productions Corp.
3.) The child recognizes need for some medical care and will go to the doctor when accompanied by an adult.	The teacher emphasizes the importance of going to the doctor for sore throats, coughs, etc. to determine if medication is required (use of stories and films are recommended). The teacher constructs a Good Health Chart for the class, charting absences due to illness, giving a star or other reward if child received medical attention. The teacher should keep in close contact with parents to encourage prompt and proper medical attention.	
4.) The child seeks medical care at regular intervals when accompanied by an adult.	The teacher emphasizes to children and parents the importance of yearly complete check-ups. The teacher prepares sequence cards of making appointments, going to office, checking dates, etc. The teacher keeps a record of children who have yearly check-ups and gives a reward for a report of cooperative behavior. The teacher provides instruction and practice for the students to use phone to make doctor's appointment, progressing from teletrainer to real phone experience (in practice situation only).	
5.) The child seeks assistance and medical care, when reminded.	The teacher provides role-playing activities for phoning the doctor for appointment. The teacher provides opportunity and direction for the students to phone their doctor's office for a medical appointment (scheduled during school hours if possible to make use of public transportation facilities if opportunity and personnel are available) for a specific complaint such as sore throat or cough progressing to routine appointments with doctor, dentist, optometrist, etc. (Parent cooperation is essential)	
6.) The child will seek regular medical care independently.	The teacher provides opportunities for use of phone to make appointment and for released time for doctor, dental, eye examinations, etc. The teacher tests the student's ability to make medical appointments independently, by checking with doctor's office to determine if the student kept the scheduled appointment, if he was on time, etc.	

PLN NO 5: Learning to Keep Healthy

Content Area IV: Illness Prevention Habits

Item No. 5: Simple First Aid (Minor Cuts)

PREREQUISITE SKILLS -342-
 Body awareness & coordination
 Eye/hand coordination
 Grasp/release, visual tracking
 Finger/arm/leg flexion & extension
 Adequate responding behavior
 Receptive & expressive language

RELATED CONTENT ITEMS
 Body Identification P. 82
 Hand Washing P. 308
 Shaving P. 323
 Doctor P. 344
 Seeking Aid for Cuts/Burns/Bites P. 375

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student can point to cut on picture.	Teacher presents pictures of children with minor cuts or burns. Following verbal cue "Point to the cut", student responds by pointing to appropriate place. If picture of people with injuries are not available, teacher may draw cuts on any picture.	Pictures of injured people Red washable marker pen Equipped emergency first aid kit Health and Safety pictures (Peabody, Level I) Wash basin Soap Water Wash cloths
3.) Upon demonstration of task and verbal cue, student can point to cut on self.	Teacher has students role play. After marking arm of student with a red washable marker, it is explained that it represents a real injury. Following the verbal cue, "Point to your cut", student points to appropriate area. Student is asked to indicate injury on another student.	Visual symbols--Poison Caution Filmstrip - "We Learn About First Aid" from Educational Projections Corp. Teaching Picture Sets "Health and Cleanliness" First Aid by David C. Cook Publishing Co.
4.) Upon demonstration of task and verbal cue, student washes cut with soap and water.	Following a demonstration of the task, student washes open cut with soap and warm water until the bleeding subsides. If bleeding does not stop, student should seek aid. (See PLN #6, Content Area IV, Item 2: Seeking Aid for Cuts/Burns)	
5.) Upon demonstration of task and verbal cue, student applies antiseptic to minor cuts.	Following a demonstration, student applies some antiseptic on cut. Teacher instructs the student on the type and the amount. Teacher warns students that most antiseptics should not be put in eyes or mouth.	
6.) Upon demonstration of task and verbal cue, student can apply bandage on cut/scrape.	Teacher should provide band-aids for students to role play with, applying them to themselves and classmates. When actual abrasion or cut occurs, teacher should initially provide verbal assistance.	

PLN NO 3: Learning to Keep Healthy

Content Area IV: Illness Prevention Habits

Item No. 6: Appropriate Behavior for Colds

PREREQUISITE SKILLS

Body awareness & coordination
Eye/hand coordination
Grasp/release
Receptive language
Expressive language
Receives visually

RELATED CONTENT ITEMS

Nose Blowing P. 319
Indicates When Feeling Ill P. 338
Rest Periods P. 339

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will cover mouth and nose when sneezing or coughing with physical assistance.	Teacher takes student to a mirror, and sneezes and coughs, demonstrating (dramatically) displeasure at own appearance. Teacher coughs and sneezes again this time covering mouth and nose with hand or tissue. Student repeats activity. Teacher provides physical assistance. (See PLN #5, Content Area II, Item No. 2: Nose Blowing.)	Walt Disney's "How to Catch a Cold" Filmstrip "Spreading a Cold at School" Educational Projections Corp. Health Habits: "How Disease Germs are Spread", filmstrip by ABC School Supply "Protecting Your Family and Others" Medical books for children and young people--Series of 14 books (Michael Gets Measles) Lerner Publication Co., B3 First Ave. North, Minneapolis, MN Public Health pamphlets on communicable diseases Picture posters of communicable disease (Public Health or teacher constructed) Supply of Kleenex
3.) Student will cover mouth and nose when sneezing or coughing with verbal assistance.	Following verbal cue "What do we do when we sneeze or cough?", student demonstrates covering mouth and nose. Students role play a sneeze and cough. Teacher reminds them to cover mouth and nose if necessary.	
4.) Student will independently cover mouth and nose when sneezing or coughing.	Student demonstrates he/she is aware of proper procedure to follow when coughing or sneezing. Student should be verbally reinforced when he/she covers his/her mouth and nose.	
5.) Upon demonstration of task and verbal cue, student will avoid others who cough and sneeze.	Teacher has student or aide sneeze or cough. Teacher demonstrates procedure to follow when others begin to cough/sneeze by walking away. Students take turns demonstrating this procedure.	
6.) Student independently avoids others who cough and sneeze.	Students will avoid sneezing and coughing students independently. Teacher can instruct students to remind others that they should "Cover their mouth". Teacher explains the concept of "germs" as little bugs that make us sick.	

PERSISTING LIFE NEED #6

Learning To Live Safely

Learning To Live Safely outlines specific suggestions involving the essential habits, attitudes and skills necessary for safety in play, in work, at school, on the street and during emergencies.

Receptive Language
Expressive Language
Fine and Gross Motor
Imitation Behavior

Hallway and Stairs Conduct. P. 357
Wiping Up Spills P. 462
Sweeping Floor P. 463
Vacuuming P. 472

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Presented with a cluttered pathway and verbal request, student will not walk through pathway.	Teacher sets up a cluttered pathway on floor or stairway. Following verbal request, "Do not walk through this", student responds by not walking through pathway. Teacher presents picture of cleared path or steps and one of cluttered path or steps. Following verbal request "Which path is safe?", student will respond by pointing to cleared one.	Various toys and objects for cluttered pathway Filmstrips Safety in the Home, Preventing Accidents in the Home, You And Safety series, Eye Gate House, Inc. Jamaica, NY 11435 (comes with teacher's manual), includes many dangerous situations in home and how to prevent them.
3.) Presented with a cluttered pathway and verbal request, student will respond to why the clutter is dangerous.	Teacher sets up a cluttered pathway on floor or steps. Following verbal request, "Why shouldn't we walk through this?" or "Why shouldn't we leave things on the floor or stairs?", student responds "We can fall" or "We can get hurt". Teacher presents student with sequence of four flashcards: steps cluttered with objects, man walking through clutter, man tripping, and man in hospital bed with bandages. Student is asked to put cards in sequence and discuss what happened, and how it could have been prevented.	Safety At Home, #CUI51 IMCO, P.O. Box 185, Greenlake, WI 54941
4.) Upon demonstration of task and verbal cue, student will clear cluttered pathway.	Teacher sets up a cluttered pathway on steps or floor. Following verbal cue, "This is how we clear the floor/stairs", teacher picks up objects with assistance of student and puts them in their proper place. Teacher discusses with class why it is important to put things away and not leave them on floor or steps.	Flashcards of clear and cluttered pathways (stairs and floors)
5.) Following verbal cue, student will clear cluttered pathway.	Teacher sets up cluttered pathway. Following verbal request, "Clear the floor/stairs", student responds by picking up objects and putting them in their proper place. Class may view filmstrips "Safety in the Home" and "Preventing Accidents in the Home". Teacher should ask students for comments afterwards.	Sequence of flashcards A) Cluttered steps B) Man walking through clutter C) Man falling D) Man in hospital bed Home Safety Teaching Pictures (David C. Cook Publishing Co.)
6.) Student independently clears cluttered pathway and cautions others to avoid hazard.	Teacher sets up cluttered pathway. Following verbal request, "Walk up the stairs", student will respond by first clearing path of objects and then walking up the steps. Upon seeing other student attempt to walk through clutter, student will warn him. Class should develop bulletin board with "Safety at Home" theme.	

PLN NO. 6: Learning to Live Safely

Content Area 1: Safety at Home

Item No. 2: Transporting Liquids

PREREQUISITE SKILLS

Receptive Language
Gross Motor
Imitation Behavior

RELATED CONTENT ITEMS

Avoidance of Hot Water & Hot Objects P. 349
Pouring P. 439
Serving Food P. 453
Washing Floors P. 474

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration of task and verbal cue "Do this", student will grasp a container with his hands.	A container (with an open top) is placed on table in reach of student. Student will grasp container securely with either one or both hands. Teacher should encourage student to keep his eye on the container. If container used has handle, teacher should determine the handedness of individual student before attempting to have student perform task. For generalization purposes, the student should be presented with containers of various shapes and sizes.	Various types of pitchers, bottles and cups. (Preferably unbreakable plastic ones) Various liquids such as water, milk, juice and pop.
3.) Upon teacher's demonstration of task and verbal cue "Do this", student will grasp a container with his hands and lift it up at least 6 inches off the table.	An open container is presented to student. Following verbal and physical cues, student grasps container securely and lifts it up at least 6 inches off the table, being careful to keep it upright. The container should be only half filled with liquid to reduce the chance of spills. Make sure the student is able to comfortably handle the size and weight of the container.	
4.) Upon teacher's demonstration of task and verbal cue "Do this", student will set the container down on the table without spilling any.	An open half filled container is presented to the student. Following verbal and physical cues, student grasps container securely, lifts it up at least 6 inches off the table, being careful to keep it upright. Student should hold it for at least 30 seconds before setting it down on table, being careful not to spill any. Teacher can gradually increase the time the student is required to hold container. Teacher could show the student what happens when some liquid is spilled.	
5.) Upon teacher's demonstration of task and verbal cue "Do this", student will grasp container with his hand, lift it up and walk a distance of 6 feet without spilling any.	An open half filled container is presented to student. Following verbal and physical cues, student grasps container securely, lifts it up and walks with it a distance of at least 6 feet without spilling any. As student progresses, teacher can gradually increase the amount of liquid in the container. Teacher can divide class into two lines opposite each other. On cue, student will pick up container with liquid and walk across to other line, carefully handing it to student in second line. This student then carries it back to next student in first line. This procedure continues until all students have handled container.	
6.) Upon verbal cue "Take this to the table", student will lift container, carry it over to designated table, set it down all without spilling any of the liquid contents.	At this level, teacher should increase amount of liquid in container. Following verbal and physical cues, student grasps container securely, lifts it up and walks with it to a designated table, setting it down without spilling any of its contents. If class schedule permits, a juice or milk "break" should be given to the students sometime throughout the day. Teacher can place pitcher of liquid on desk. Each day another student could be assigned to transporting the liquid to the drinking and snack area.	

PLM NC 6: Learning to Live Safely

Content Area 1: Safety at Home

Item No. 3: Unprotected Windows

PREREQUISITE SKILLS -348-
Receptive Language
Gross Motor
Imitation Behavior

RELATED CONTENT ITEMS
Motor Vehicle Passenger Safety P. 371

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lack skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Teacher presents sequence of pictures while student attends.	Teacher presents sequence of pictures: boy leaning out of open window, boy falling out of open window, boy in hospital bed with bandages. As teacher discusses each picture, student points to appropriate one.	Sequence of cards for Level 2 and Level 3 Masking tape
3.) Student is presented with two pictures--safe and unsafe method of looking out window. Following verbal cue, student points to safe one.	Teacher presents two pictures of children looking out window--one leaning out, the other looking out (without protruding head or limbs beyond window frame). Following verbal cue, "Point to the child who is looking out the window safely", student responds by pointing to appropriate one.	
4.) Upon teacher demonstration and verbal cue, student will demonstrate safe way of looking out of open window.	Teacher demonstrates safe method of looking out of open window as student observes. Following verbal request, "Show me the safe way to look out an open window", student responds by standing approximately one foot from window. Student's limbs and head remain inside at all times. Teacher may offer verbal assistance if necessary. Initially, teacher may place a strip of masking tape on floor to indicate proper place to stand.	
5.) Student will demonstrate safe way of looking out of window with teacher offering verbal assistance only.	Following verbal cue, "Show me the safe way to look out of a window", student responds as described above. Teacher may offer verbal assistance if necessary. Teacher should also stress that students should never throw anything out of windows.	
6.) Student will independently demonstrate proper behavior for looking out of open window.	Teacher observes that student demonstrates appropriate behavior for looking out of open window. Teacher offers no cues whatsoever. Teacher should stress that rules for looking out of open window (head and limbs inside at all times) also hold true when riding in moving vehicles as on a school bus or in the family car.	

PLN NO 6: Learning to Live Safely

Content Area I: Safety at Home

Item No. 4: Avoidance of Hot Water and Hot Objects

PREREQUISITE SKILLS

Receptive Language

Thermic Discrimination (Tactual)

RELATED CONTENT ITEMS

Transporting Liquids P. 347

Light Bulbs P. 353

Use of Stove P. 445

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Following verbal cue, "Point to the hot water", student responds by pointing to appropriate container. To reinforce the student's ability to discriminate between liquids of different temperatures, teacher may use thermic bottles. Each identical bottle is filled with liquids of varying temperatures. Students can sort and arrange them from coolest to hottest.	Teacher fills two containers with water, one with cold, and one with boiling or steaming water and presents them to the student. Following verbal request, "Point to the hot water", student responds by pointing to appropriate container. To reinforce the student's ability to discriminate between liquids of different temperatures, teacher may use thermic bottles. Each identical bottle is filled with liquids of varying temperatures. Students can sort and arrange them from coolest to hottest.	Various household vessels, eg. pans, coffee pots, cans Thermic Bottle, PEC 1240 \$29.85, Preston, New York, NY Pictures for Level 6 (Peabody Kits) Sequence for Level 4
3.) Teacher presents various types of containers with hot and cold water. Following verbal cue "Point to the hot water", student responds by pointing appropriately.	Teacher fills various containers (eg. sinks, cups, kettles, pots, pans) with water, both boiling hot and cold. Following verbal cue "Point to the hot water", student responds by pointing appropriately. Teacher may wish to label containers "hot" and "cold".	
4.) With physical guidance and verbal cue "Can we touch hot water?", student responds "No".	Teacher holds student's hand near enough to container of hot water for student to feel heat. Following verbal cue "Can we touch hot water?", student responds "No". Teacher presents sequence of pictures: boiling water on stove, boy touching pot, boy burning himself, and discusses the action with the students.	
5.) Following verbal cue only "Can we touch hot water?", student responds "No".	Student holds hand near enough to container of hot water to sense heat. Teacher observes that he does not get too close. Following verbal cue "Can we touch hot water?", student responds "No". Teacher presents pictures of items that are characteristically hot in student's environment (eg. stove, radiator, pipe, burning candle), and items that are not hot. Following verbal cue "Can we touch this?", student responds accordingly.	
6.) Following verbal cue "Which water can burn us?", student responds by pointing to appropriate ones.	Teacher presents various types of containers with boiling hot and cold water. Following verbal cue "Which water can burn us?", student responds by pointing to appropriate ones. Teacher takes student around to actual items in school (such as stoves, radiator, pipes, etc.) and other items that do not emit heat. Following verbal cue "What things can burn us?", student responds by pointing to appropriate ones. Teacher may wish to put cards with the printed word "hot" on items that emit heat.	

PLN NO 6: Learning to Live Safely

Content Area I: Safety at Home

Item No. 5: Sharp and Pointed Tools

PREREQUISITE SKILLS -350-

Receptive Language
Imitation Behavior
Fine Motor
Eye-Hand Coordination

RELATED CONTENT ITEMS

Skill in Using Power Equipment P. 246-257
Utilizing a Knife P. 336
Jobs P. 415-417
Shaping P. 405
Safe & Neat Use of Sewing Equipment P. 493
Use of Manual Can & Bottle Openers P. 450

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student is presented with an assortment of sharp tools in environment. Upon teacher's demonstration of task and verbal cue, "Show me the part that can hurt you", student will point to their sharp edge or end.	An assortment of common sharp or pointed tools found around the school and home should be displayed on a table for the students to see. Objects without sharp edges (ball, string, nickel, etc.) can be added to display. Upon teacher's verbal request, student will point to objects that will not hurt us. With the students seated around the table, teacher should stress the fact that sharp or pointed objects are <u>not</u> to be played with, and that all tools should be kept away from the eyes and other body parts when using them.	An assortment of sharp or pointed objects in the student's environment such as scissors, knives, pencils, forks, blackboard pointer, screw driver. Left-handed scissors are available from Preston Corporation, 71 5th Ave., New York, NY 10003 (PEC 7915 - \$5.75) Green plastic tape. Red plastic tape.
3.) Upon teacher's demonstration of task and verbal cue, "Pick this up", student will pick up sharp objects or tools by their handles.	Teacher should determine the handedness of the individual student before attempting to have the student pick up tools. To aid the student in determining what part of the tool is "safe", teacher can mark the handle with green plastic tape. If necessary, red plastic tape can be applied to sharp points and edges of tools or objects to indicate "dangerous" parts.	Booklet and Teacher Guide "Play It Safe", Green Giant Box 50-458, Le Sueur, Minn. 56058 (25¢ each)
4.) Upon teacher's demonstration of task and verbal cue, "Give it to me", student will pick up tool by handle and hand it to teacher so that teacher can grasp object by handle also.	Teacher should have each student demonstrate the proper way to pass pointed or sharp objects to another person--with the blunt end first. After the students have demonstrated their ability to pass the tools safely to the teacher, they can be seated around a table or in a circle on the floor. Teacher then presents a tool to one student. He in turn passes it safely on to the student seated beside him. This procedure should continue until all students have had an opportunity to handle and pass the tool. This should be done with all the tools. Teacher should interfere when the student improperly passes tool. Student should repeat process until done correctly. Student can line up in front of table with sharp objects and tools. On cue from teacher, student should pick up the tool requested and carry it properly across the room. A second line of students can be formed on the opposite side of the room. Student from the first line will pick up tool, walk across room and properly hand it to student in second line. This student in turn will walk back across room to student in first line. This procedure will continue until all students have had a turn to carry tool across the room.	
5.) Upon teacher's demonstration of task and verbal cue, "Show me how to use this", student will demonstrate proper utilization of tool.	In addition to the assortment of sharp tools and utensils, teacher can display a second grouping of corresponding items such as a plate of food, paper, a screw in a piece of wood, etc. Teacher will request student to "Show me how to use scissors". Student is to choose the scissors from the assortment and proceed to cut the paper from the second grouping.	

PLAN NO 6: Learning to Live Safely

Content Area I: Safety at Home

Item No. 6: Poison

PREREQUISITE SKILLS

Receptive Language
Visual Acuity
Visual Discrimination
Imitation Behavior
Expressive Language

RELATED CONTENT ITEMS
Sight Vocabulary: Functional Signs P. 66
Indicates When Feeling Ill P. 338

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration of task and verbal request "Show me the word poison and toxic", student will point to the word.	A series of flashcards (5" x 7"), one containing the printed word "poison", another "toxic" are presented to student. Following verbal and physical cues, the student will indicate flashcard reading "poison" and "toxic" by pointing. Flashcards should include familiar words found in the student's environment. Teacher may point out other words of warning such as: caution, danger, harmful, warning, flammable, Teacher may introduce "skull and crossbones symbol" or Mr. Yuk under printed words "poison" and "toxic" on flashcard. Teacher can obtain Mr. Yuk stickers to identify dangerous products. The Mr. Yuk stickers teach the student that his green, scowling face means danger.	Flashcards (5" x 7") with printed word <u>poison</u> and <u>toxic</u>. Flashcards (5" x 7") of symbols including skull and crossbones. Mimeographed or dittoed work sheet divided into two inch boxes. Each box contains one skull and crossbones. Pictures or photographs from Peabody Kits and magazine of sick children in bed. Empty containers from a variety of household products which are considered poison. Empty containers from a variety of household products that are non-poisonous (foods, drinks, etc.). Mr. Yuk stickers are available by sending a self-addressed business sized envelope to Green Bay Poison Center, St. Vincent Hospital, 835 S. Van Buren, Green Bay, WI 54301
3.) Upon teacher's demonstration of task and verbal request "Show me poison/something toxic", student will point to the symbol for poison (skull and crossbones).	A second series of flashcards (5" x 7"), one containing a skull and crossbones, are presented to the student. Following verbal and physical cues, student will indicate flashcard containing skull and crossbones by pointing. The other flashcards should include familiar symbols found in the student's environment. Teacher can make mimeographed work sheets containing a number of skull and crossbones in small boxes, having students color them in and cut them out (to be used in later activity).	
4.) Upon teacher's demonstration of task and verbal request "What does poison do to us?", student replies "Makes me sick".	Following discussion of poison/toxic substances, teacher displays word and symbol flashcard. Upon verbal request, student responds "Makes me sick". Teacher should stress that student's should never drink or eat anything without asking teacher or parent first. Teacher can display assorted pictures of boys and girls in hospital beds or other illustrations showing people who are sick.	
5.) Upon teacher's demonstration of task and verbal request "Show me poison/something toxic", student will point to the bottles that contain poison.	An assortment of empty containers from a variety of household "poisons" which contain words of warning are displayed. Along with these, containers without warnings. Following teacher's request, student will point to bottles of "poison". Teacher will aid student with verbal cues. To aid the student, teacher should highlight "words of warning", and have each student apply "skull and crossbones" sticker to containers holding poison. Teacher should ask students questions concerning each container (Eg. Would you drink this? Would you wash with it? Would you paint with it?, etc.). Mr. Yuk stickers can be used in place of the skull and crossbones sticker.	
6.) Student will independently be able to separate poison/toxic from non-poisonous/non-toxic materials.	An assortment of poisonous and non-poisonous materials are displayed. All containers of poisonous materials will be clearly marked. Student will separate the poison from the non-poisonous materials without cues from the teacher. If possible, the teacher should contact parent or guardian of the student and request that they mark all dangerous liquids in home with "skull and crossbones" or Mr. Yuk symbols placing them out of reach of student.	

PLN NO 6: Learning to Live Safely

Content Area I: Safety at Home

Item No. 7: Matches

PREREQUISITE SKILLS -352-
Receptive Language
Gross Motor
Visual Acuity

RELATED CONTENT ITEMS
Avoidance of Hot Water & Hot Objects P. 349
Seeking Aid for Fire P. 376

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction in this item.		
2.) Upon teacher's demonstration of task and verbal cue "Show me the matches", student will point to a book of matches.	An assortment of objects found around the school and home should be displayed on a table. Besides matches, display might include coins, string, paper clip, note pads, crayons, Q Tips, etc. Following verbal and physical cue, student will indicate matches by pointing or picking them up. For generalization purposes, various types of matches should be introduced so student can become familiar with all forms.	Film: <u>I'm No Fool With Fire</u> Smokeless the Bear materials can be obtained from the Department of Natural Resources. Book matches, stick matches Photographs or pictures for Levels 3 & 4 can be found in <u>Peabody Kits</u> or <u>magazines</u> . Books of used matches (light all matches without removing from book and quickly extinguish) Note: Do this out of sight of students. Or to simulate matches, cut the heads off and color the new ends red. Assortment of small items such as coins, paper clips, Q Tips, string, etc. Booklet and Teachers Guide: "Play It Safe" Green Giant, Box 50-458, Lesueur, Minn. 56058
3.) Upon teacher's demonstration of task and verbal cue "Show me what matches are used for", from a display of pictures, student will point out appropriate ones.	A display of pictures or photographs will be presented to the student. These will include people utilizing matches (for cigarettes, candles, lanterns, campfires, etc.) and people not using matches (eating, riding a bike, playing ball, etc.). Following verbal and physical cues, student will point out appropriate pictures.	
4.) Upon teacher's demonstration of task and verbal cue "Show me why we should not play with matches", from a display of pictures, student will point out appropriate ones.	A second display of pictures or photographs will be presented to the student. These will include a child burning his hand with matches, a room on fire, a forest on fire, a child handling the matches to an adult, a room, a forest. Following verbal request, student will point out appropriate pictures.	
5.) Upon teacher's demonstration of task and verbal cue "Bring me the matches", student will take a book of matches to the teacher.	An assortment of objects as suggested in Level 2 are placed around the classroom in plain sight. Following verbal request, student will bring all stick and book matches found to the teacher. Upon receiving matches, teacher will reinforce child by verbal or physical means, encouraging them to always bring matches they find to teacher or parent.	
6.) Upon finding any matches in environment, student will bring them to teacher or parent independently.	Teacher places books of matches and stick matches around classroom, keeping a record of the number and location. Giving no cues, students are to independently bring matches they locate to teacher or parent. Student should always receive reinforcement following this task. Teacher should constantly observe class as to insure that they do not play with the matches they locate. For increased safety, teacher should use burnt matches.	

PLAN NO 6: Learning to Live Safely

Content Area 1: Safety at Home

Item No. 8: Light Bulbs

PREREQUISITE SKILLS

Receptive Language
Fine Motor (Awareness of Finger Pressure)
Imitation Behavior

RELATED CONTENT ITEMS

Electrical Outlets P. 354
Food & Home Maintenance P. 434
Broken Glass P. 355

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, "Do this", student will respond by grasping lamp with one hand and light bulb with the other.	Teacher presents a lamp with a bulb to the student. Following a demonstration and verbal cue, "Do this", student will grasp lamp with one hand, the bulb with the other. Teacher should stress the importance of turning off the lamp and disconnecting the plug from the socket before attempting to change bulb.	Various desk and table lamps Two bulbs (at least one should be working) Gloves (either gardening gloves or latex gloves are suitable)
3.) Upon demonstration of task and verbal cue, "Do this", student will respond by turning bulb counter-clockwise until it comes out of socket.	Teacher presents student with lamp and bulb. Following a demonstration and verbal cue, "Do this", student will grasp bulb and turn it counter-clockwise. The student should wear a glove to protect his hand until he is accustomed to the proper amount of pressure required to grasp the bulb without breaking it. Initially, teacher should make sure bulb is loose in socket.	
4.) Upon demonstration of task and verbal cue, "Do this", student will respond by placing new bulb into socket.	Teacher presents student with new bulb. Following demonstration and verbal cue, student inserts bulb into socket. Teacher may assist with physical guidance if necessary. Teacher should explain the hazards of inserting other items into socket, besides bulbs.	
5.) Upon demonstration of task and verbal cue, "Do this", student will respond by turning bulb clockwise until it is firmly secure in socket.	Teacher may physically guide student's turning. Student should be aware of the danger of tightening a bulb too much. Students should never attempt to change a broken bulb.	
6.) Student will independently change light bulb.	Presented with a lamp and verbal cue, "Change the bulb", student should make sure lamp is disconnected, remove old bulb from socket and replace with new bulb. Teacher should stress the importance of waiting a few minutes after disconnecting lamp, to insure that the bulb is not hot. Teacher may use various lamps for generalization purposes.	

PLAN NO 6: Learning to Live Safely

Content Area 1: Safety at Home

Item No. 9: Electrical Outlets

PREREQUISITE SKILLS -354-

Receptive Language

Fine Motor

Imitation Behavior

RELATED CONTENT ITEMS

Skill in Using Power Equipment R 246-257

Light Bulb P. 353

Specific Jobs P. 403-418

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2) Following verbal cue, student will point to electrical outlet.	Teacher presents student with various objects found in wall (light switch, small picture, outlet, clock). Following verbal request, "Point to the outlet", student responds by pointing to outlet. Teacher should stress the danger of putting other things (besides plug) into the outlet.	Electrical outlet, light switch, small clock, etc. Electric plug, rope, etc. Nonworking outlet and plugs (both 2 and 3 pronged, available at most hardware stores) Green plastic tape Film: Electrical Safety in Your Home, Available from Film Library American Family Insurance P. O. Box 471 Madison, WI 53701
3) Following verbal cue, student will point to electrical plug (with cord).	Teacher presents student with various objects similar in shape to plug and cord (rope, chain, etc). Following verbal request, "Point to the plug", student responds by pointing to plug. Lower level students should be taught to avoid outlets and help to keep other children away from them.	
4) Upon demonstration of task and verbal cue, "Do this", student will correctly hold plug in his hand.	Following demonstration of task and verbal cue, "Do this", student will grasp plug by insulated part. Teacher should determine handiness of student before attempting to have student hold plug. For generalization purposes, teacher should familiarize students with both two and three pronged plugs. To aid the student, the insulated part of the plug can be marked with green plastic tape.	
5) Upon demonstration of task and verbal cue "Do this", student will insert plug into outlet.	Following demonstration of task and verbal cue, "Do this", student will grasp plug by insulated part, line up prongs with outlet holes and insert plug. Students should be told to seek assistance if plug does not fit easily into outlet. Teacher should set up non-working outlet for students to practice on.	
6) Upon demonstration of task and verbal cue, "Do this", student will grasp plug correctly and unplug it from outlet.	Following demonstration of task and verbal cue, "Do this", student will grasp plug by insulated part and pull plug from outlet. Teacher should stress the danger of pulling out the plug by the cord.	

PLAN NO 6: Learning to Live Safely

Content Area I: Safety at Home

Item No. 10: Broken Glass

PREREQUISITE SKILLS

Receptive Language
Fine and Gross Motor
Imitation Behavior
Ability to Work Cooperatively
Hand - Eye Coordination

RELATED CONTENT ITEMS
Seeking Aid for Cuts/Burns/Bites P. 375

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration of the task and verbal cue, "Do this", student will hold a small whisk broom in hand.	Teacher should determine the handedness of the individual student before attempting to have student hold whisk broom. For generalization purposes, a variety of brooms can be substituted for whisk broom. Teacher should demonstrate all adjustments to be made in order for student to hold larger broom.	Brooms of various types. Dust pan Scraps of paper, plastic or wood
3.) Upon teacher's demonstration of task and verbal cue "Do this", student will hold small whisk broom in one hand and sweep the broken glass into a pile.	To reduce the possibility of the student injuring himself with the broken glass as he practices the required sweeping motions, scraps of paper, plastic or wood should be substituted in the initial phase of this level. Broken glass should not be introduced until teacher feels student has developed sufficient coordination to sweep scraps into a pile without using his bare hands.	Broken glass (note: teacher should not break glass in front of student.) Trash can
4.) Upon teacher's demonstration of task and verbal cue "Do this", student holds the broom in one hand, the dustpan in the other, and sweeps the pile onto the pan.	For reasons previously stated, scraps of paper, plastic or wood should precede glass at this level. Reinforcement of cooperative working habits: Teacher should use this task to give the students an opportunity to work in pairs—one holds the pan while the other sweeps. Roles should then be reversed.	
5.) Upon teacher's demonstration of task and verbal cue "Do this", student picks up dustpan of glass and disposes of glass in a nearby trash can.	Initially, student should practice walking with dust pan full of paper, plastic or wooden scraps. When student has exhibited enough coordination to walk 10 feet without losing any scraps, glass can be substituted.	
6.) Presented with a pile of broken glass or other dangerous materials, student will dispose of it properly without supervision.	Student should be capable of independently disposing of scraps of paper, wood and plastic, utilizing both the broom and dustpan before attempting to clean up broken glass. Students should be given the opportunity to work alone and in pairs. Teacher may also want to introduce proper use of a mop.	

PLN NO 6: Learning to Live Safely

Content Area II: Safety at School

Item No. 1: Seeking Assistance of Teacher

PREREQUISITE SKILLS -356-
Receptive Language
Imitation Behavior
Expressive Language (Non-verbal)

RELATED CONTENT ITEMS
Ask Questions P. 34
Interacting with an Adult P. 100

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student observes others seeking teacher assistance.	Teacher will arrange for student "A", who can independently seek assistance, to sit adjacent to student "P" who cannot. When student "A" encounters situation which requires teacher assistance (such as clarification of instructions or permission to leave room for potty), he will raise hand and/or call teacher's name. Teacher will offer assistance as student "B" observes.	Various work sheets to be done at desk.
3.) Upon demonstration of task and verbal cue, student requests teacher assistance.	Following verbal cue "We do this when we need help in the classroom", teacher raises hand. Student observes; following second verbal cue, "What do we do when we need help?", student responds by raising hand and/or calling teacher by name. Teacher should discuss with students various situations in which help may be required.	
4.) Following verbal request, student seeks teacher assistance.	Following verbal request, "Show me what to do if you need help in the classroom", student responds by raising hand and/or calling teacher by name. Teacher may wish to discuss why in larger classes it is necessary to raise hand rather than call out. Teacher can demonstrate confusion by having entire class call out her name at once.	
5.) Student independently but inconsistently seeks teacher assistance in problem situations.	During classroom activities, student will sometimes raise hand and/or call teacher by name when problem situation occurs, without physical or verbal cues from teacher or classmates. Teacher should assign tasks that require students to seek help. For example, teacher can present multi-stepped task and request that they seek assistance after completion of specified step. ("Color in the cow and then cut it out. Ask me for scissors when you're ready.")	
6.) Student independently and consistently seeks teacher assistance in problem situations.	Teacher observes that when student encounters situation that requires assistance (clarification of instructions, permission to leave room, in need of supplies, etc.), student will always raise hand and/or call teacher by name.	

PLN NO 6: Learning to Live Safely

Cont. at Area II: Safety in School

Item No. 2: Hallway and Stairs Conduct

PREREQUISITE SKILLS
Receptive Language
Gross Motor
Imitation Behavior

RELATED CONTENT ITEMS
Respect for School Authority P. 122
Walking on Right Side of Pathways P. 159
Cluttered Pathways P. 346

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, students will walk (not run) in hall or on stairway.	Teacher takes students out of classroom to hallway. Following verbal cue, "This is how we walk in the hallway", the teacher walks down the right side of the hallway; the students follow the teacher. Use the same procedures in teaching walking on stairways. Urge the use of handrails. Teacher should demonstrate the trouble that might occur if someone runs down the hall or on stairs.	School Hall Trouble TR 412-10 (transparency) \$2.80, IMCO, Green Lake, Wisconsin 54941 Pictures of hall or stairway hazards Masking tape Film: School Safety (Encyclopedia Britannica Education Corp.)
3.) Following verbal request, student will indicate proper side of hallway and stairs on which to walk.	Teacher takes students into hallway of school. Following verbal cue, "Which side of the hall do we walk on?", the students respond by pointing or walking over to the right side. Use the same procedures in teaching use of stairs. Hallway and stairs may be divided with masking tape to aid the students. Teacher should demonstrate the trouble which might occur by being on wrong side, especially around corners.	
4.) Upon demonstration of task and verbal request, student will demonstrate proper way of meeting other students in hallway or stairs.	In the hallway, the teacher says "This is how we meet someone in the hallway", and demonstrates the proper procedure for stopping in hallways, stepping to the side. Teacher should divide the class into two groups, placing one group at either end of the hall. On cue, students (one from each end) will practice "meeting" in the hallway. Teacher should explain the dangers of stopping on stairways.	
5.) Student independently but inconsistently demonstrates proper way of walking in hall and on stairs.	Following verbal cue, "Go to (indicate destination) student will respond by leaving classroom and safely conducting himself in the hallway and on stairs. Teacher can present pictures of possible hall or stairway hazards and ask students what is wrong.	
6.) Student independently and consistently demonstrates the proper way of walking in halls and on stairway.	Teacher observes that the student demonstrates proper behavior at all times when he is in hall or on stairs. Students who demonstrate safe conduct should receive privilege of becoming hall or stairs monitor, leading the class to their destinations (art class, gym, lunch room, etc.) throughout the day.	

PLN NO 6: Learning to Live Safely

Content Area II: Safety at School

Item No. 3: Entrance/Exit

PREREQUISITE SKILLS -358-

Receptive Language
Expressive Language
Visual Acuity
Visual Discrimination
Imitation Behavior
Gross Motor

RELATED CONTENT ITEMS

Shutting Doors P. 35
Responds Appropriately to Signal System II 358
Hallway and Stairs Conduct P. 357
Fire Drill P. 362

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Given signs with the words "entrance" and "exit", student will point to appropriate one following teacher's request.	Teacher will display various functional information signs present in the student's environment. Following teacher's request, "Show me the exit sign", student will point to "exit" sign. Likewise, following teacher's request, "Show me the entrance sign", student will point to the "entrance" sign. Teacher may wish to discuss why there is a need to discriminate exit from entrance. This can be demonstrated by using toy cars or dolls and showing students what might result if we use the wrong door.	Functional Signs, DLM Catalogue No. 190, \$7.50 Dolls or toy cars Flashcards with the words "exit", "entrance", "in", "out" (to provide the student with an additional cue, both "exit" and "out" flashcards be red, while the "entrance" and "in" flashcards should be green)
3.) Following teacher's request, student will label each sign and indicate its corresponding action.	While displaying the "entrance" sign, teacher will request student to "Tell me what entrance means". Student will respond with "Go in" or "Come in". While displaying the "exit" sign, teacher will request student to "Tell me what exit means". Student will respond with "Go out" or "leave". Teacher can distribute two flashcards to each student ("exit" and "entrance"). Following request "What sign tells us where to go in" or "What sign tells us where to go out". Student will respond by holding up the appropriate sign.	
4.) Upon teacher's demonstration of task and verbal cue, student will perform appropriate action corresponding to each sign.	Above two adjacent doorways to a single room (as in a gym or cafeteria), teacher shall place "exit" and "entrance" signs. Teacher shall describe the meaning of each sign and model the corresponding action while the student observes. Students shall enter through the appropriate door upon teacher's request, "Go in". Inside the room, exit and entrance signs shall also be placed above the appropriate doorways. Students will exit through correct door, following teacher's request "Go out".	
5.) Following verbal cue only, student will perform appropriate action corresponding to each sign.	Teacher shall take each student to the aforementioned doors. Without modeling, teacher shall request that student enter the room. Once inside, teacher shall request that student exit the room. Student must perform both actions through appropriate doors. To reinforce the student's ability to discriminate "exit" from "entrance", and to discourage them from using position of the door as a cue (i.e., left door for exit, right door for entrance), the signs should be periodically switched during the activity.	
6.) Student will perform appropriate action independently.	At an actual exit/entrance situation, teacher shall observe that the student utilizes the proper door. If the student does not use the proper door, teacher should request that the student repeats the process correctly.	

PLN NO 6: Learning to Live Safely

Content Area II: Safety at School

Item No. 4: Throwing

PREREQUISITE SKILLS

Receptive Language
Expressive Language
Fine Motor
Gross Motor

RELATED CONTENT ITEMS

Broken Glass P. 355
Playground Behavior P. 363
Throwing Ball P. 539
Softball Throw P. 560

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student is presented with various objects. Following verbal request, student shall point to objects that are safe to throw.	Teacher shall display following objects on table: softball, football, frisbee, rock, bottle, nail, pencils, block, snow ball (when in season). Following verbal request, "What can we play catch with?" or "What is safe to throw?", student shall point to appropriate ones. Teacher should give the students an opportunity to lift, bounce, and throw the balls.	Various balls, rocks, bottles, nail, pencils, blocks, bean bags Polaroid pictures of various school areas
3.) Student is presented with pictures of various areas. Following verbal request, student shall point to areas that are safe to throw in.	Teacher shall present pictures of following areas: classroom, gym, playground, lunchroom, on a school bus. Following verbal request, "Where can we safely play catch?", student shall point to appropriate pictures. Teacher should discuss why it is unsafe to play ball in certain areas.	Pictures of injured children (Peabody KIM) Pictures of children demonstrating unsafe throwing behaviors
4.) Student is presented with various objects. Following verbal request, student shall respond why they are unsafe to throw.	Teacher displays following objects on table: rock, bottle, nail, pencils, block, etc. Following verbal request, "What happens if we throw a rock, bottle, pencil, etc.?", student verbally responds "Person can be cut, knocked out, poked in eye, bruised, etc." Teacher may wish to present pictures of children with bandages and bruises to stress the importance of playing safely.	
5.) Student is presented with various pictures of children throwing balls. Following verbal request, student shall indicate why they are unsafe behaviors.	Teacher presents various pictures: child throwing ball at another's back, child throwing ball at window, child throwing ball in street. Following verbal request, "Why is this wrong?" or "Why shouldn't we throw a ball in the street?", student will verbally respond with appropriate answers. Teacher should present various types of balls, stressing differences in size, weight, and use.	
6.) Student independently demonstrates proper behavior in using ball or frisbee.	In appropriate area, teacher shall observe that students demonstrate proper use of ball or frisbee. Students should observe older children playing properly with ball or frisbee. Teacher should teach students simple games involving partners which utilize balls.	

PLN NO 6: Learning to Live Safely

Content Area II: Safety at School

Item No. 5: Chairs and Desks

PREREQUISITE SKILLS -360-

Receptive Language

Imitation Behavior

Gross Motor

RELATED CONTENT ITEMS

Classroom Pathways P. 346

Cleaning & Arranging Storage Space P. 479

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher demonstration and verbal request, student will demonstrate correct way to sit at desk or table.	Teacher shall demonstrate the proper way to sit at a desk. Following verbal cue "Show me how we sit", student will place his posterior in seat, with his feet directly under the desk. All four legs of the chair shall remain on the floor. Teacher shall stress that chairs and desks are to be sat at, not stood on. Teacher should demonstrate how uneven weight distribution on desk or chair can cause it to tip over, possibly causing injury.	Classroom chairs and desks Marching music Pictures depicting various sitting behaviors
3.) Following verbal request, student will correctly sit in chair at table or desk.	Teacher shall request that students "Go to your seats". Students shall remain in seats (as described above) until given permission to do otherwise. Teacher shall present series of pictures: child sitting with feet outstretched in aisle, child sitting properly, child standing on chair, child standing on desk, child tilting chair backwards. Following verbal request, student shall indicate safe and unsafe behavior and state reasons why.	
4.) Upon teacher demonstration and verbal request, student will demonstrate correct way to move a chair or desk.	Teacher shall demonstrate proper way to move a chair. Following verbal cue, "Move the chair to (indicate area)", student shall grasp chair with both hands, carrying it in front of self. Legs of chair will be kept downwards. Teacher shall stress that when desks are moved, they should be moved slowly only after obtaining permission.	
5.) Following verbal request, student will safely move desk or chair.	Teacher shall request that students "Move your chair (indicate area)". Student shall transport chair as described above. While marching music is playing, students can parade around room while safely carrying chairs. Reinforcement of cooperative working habits--Teacher can divide students into groups of two to practice moving desks.	
6.) Student independently demonstrates proper use of chairs and desks.	Throughout the school day, teacher shall observe that the student utilize classroom furniture in a safe and proper manner. Teacher should plan activities where students are required to bring their chairs to a central game or story area within the classroom. Students who demonstrate unsafe carrying behavior should be required to return chair to desk and repeat procedure safely.	

PLN NO 6: Learning to Live Safely

Content Area II: Safety at School

Item No. 6: School Bus Conduct

PREREQUISITE SKILLS

Visual Discrimination

Visual Acuity

Receptive Language

Imitation Behavior

Gross Motor

RELATED CONTENT ITEMS

Appropriate Attitudes and Skills for

Commuting P. 186-193

Using Public Transportation P. 194-201

Using Transportation Outside Local

Area P. 202-207

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student shall locate the proper bus.	Teacher will accompany student to bus loading area. Following verbal request, "Where is your bus?", student will point to the appropriate bus. Teacher should familiarize the student with recognizable characteristics of his school bus, such as its number, its driver, and position for loading as related to the other buses. To aid the student in locating his bus, teacher may attach small card with the bus' number to the student's coat zipper.	Pictures of safe and unsafe passenger behavior "We Ride the School Bus" School transportation service, Wisconsin DPI Films Bus Driver's Helpers (16 mm., C. 10') On loan from AIMS, P.O. Box 1010, Hollywood, California 90028 Safe Ride on your School Bus (16 mm. C. 14') BAVI, University of Wisconsin - Madison Special Delivery (25 min., color) On loan from Employer's Insurance of Wausau, 2000 Westwood Dr. Wausau, WI 54401 Safety on our School Bus (16 mm., B/W, 11 min.) BAVI, UW - Madison Books Here Comes the School Bus Nat'l Safety Council, Chicago, IL Andy and the School Bus Jerold Biem Stop-Look-Listen, C. R. Schae
3.) Upon demonstration of task and verbal cue, student shall enter bus.	Following verbal request "Get on your bus", student will enter appropriate bus by grasping the side handles and walking onto the bus. Teacher may wish to use DPI pamphlet, "We Ride the School Bus", as a basis for a discussion with the class. A bulletin board with the theme "Safety on the School Bus" can be displayed. Students can find or draw pictures that illustrate various rules. Here Comes the School Bus may prove to be helpful.	
4.) Upon demonstration of task and verbal cue, student shall choose a seat and remain in it.	Following teacher demonstration and verbal cue "Go to your seat", student shall walk to the nearest empty seat and sit down. Student shall remain seated until he is told differently by the driver. Teacher can discuss with class why it is important not to distract the driver while the bus is in motion. Teacher can display pictures illustrating safe and unsafe passenger behavior. Students shall label them correctly as "safe" or "unsafe".	
5.) Upon demonstration of task and verbal cue, student shall exit bus properly.	Following demonstration and verbal cue "Let's get off the bus", student shall rise from his seat, walk to the front of the bus, and down the bus steps. Chairs can be arranged to simulate a bus. Students can take turns being passengers and drivers and demonstrate their understanding of the rules that apply to riding a bus.	
6.) Student shall locate, enter, remain seated and leave school bus without verbal or physical cues.	Student shall be able to locate, enter, ride and exit the school bus independently. If possible, bus driver should be invited to the class and discuss with the students why it is important for them to listen to him when on the bus. On class bus trips, teacher or driver should reinforce proper passenger behavior whenever possible.	

PLN NO 6: Learning to Live Safely

Content Area II: Safety at School

Item No. 7: Fire Drill

PREREQUISITE SKILLS -362-

Receptive Language
Expressive Language
Auditory Discrimination
Gross Motor

RELATED CONTENT ITEMS

Hallway & Stairs Conduct P. 357
Entrance/Exit P. 358
Seeking Police and Fireman Assistance P. 374

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon presentation of pictures depicting fires, student will identify them as such, following verbal cue "What is this?"	Teacher presents various pictures of schools and homes on fire. Following verbal cue, "What is this?", student responds "Fire". Teacher presents two pictures of house, one on fire and one not on fire. Following verbal request "Show me the house on fire", student will point to appropriate one.	Auditory - Familiar Sounds, DLM Catalogue No. 139, \$4.25 (Tape, reel or cassette with corresponding flash cards) Tape of fire drill bell Flashcards of home burning and home not burning Red plastic tape
3.) Upon presentation of fire alarm and verbal cue, "What does this mean?" student will respond "Fire".	Fire alarm is sounded simultaneously with presentation of pictures of school or home on fire. Following verbal cue "What does this mean?", student will respond "Fire". An auditory discrimination activity--Teacher presents various unrelated pictures such as cars, school on fire, children eating lunch, alarm clock etc. On tape recorder, teacher plays sounds of traffic, fire alarm, lunch bell, alarm clock ringing etc. Following each sound, student points to corresponding picture. (All sounds should be familiar to student's environment.)	
4.) Upon presentation of fire alarm and teacher's verbal cue, students will rise from their seats and line up at the door.	Following sounding of alarm and verbal cue "Line up", students will walk to the door quietly and line up. After some practice, students should line up quietly with only alarm as cue.	
5.) Upon presentation of the fire alarm and teacher's verbal cue, students will walk out of the building.	Following sounding of alarm and verbal cue "Line up and follow me", students will walk to the door, line up and follow the teacher out of the proper exit. Red plastic tape may be placed on the floor, leading from the classroom door to the nearest fire exit, to assist the student. A "fire drill monitor" can be chosen from the class on a rotating basis to lead the children. Students who talk during the drill will lose the privilege.	
6.) Upon presentation of the fire alarm, student will safely exit the building independently.	Following sounding of alarm, students will line up in an orderly fashion and follow the teacher out of the proper fire exit. Teacher may have the students exit the building independently without following teacher. The "fire drill monitor" may lead. Once outside the building, students will stand quietly in a predetermined area.	

PLN NO 6: Learning to Live Safely

Content Area II: Safety at School

Item No. 2: Playground Behavior

PREREQUISITE SKILLS

Receptive Language
Expressive Language
Gross Motor
Imitation Behavior

RELATED CONTENT ITEMS

Sharing P. 101
Respect for Property P.
Throwing P. 359
Low-Organization Action Games P. 545-548

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Following teacher's verbal cue, students point to appropriate piece of playground equipment.	Teacher brings students to playground. Following verbal cue "Point to swing/slide", student points to appropriate one. Teacher discusses with students general safety rules to follow on playground (eg. no pushing, lining up). Following verbal cue "Line up", students do so at piece of playground equipment. To reinforce this, students can play "Jack Be Nimble"---students line up waiting their turn. One by one students leap over paper cone.	Playground equipment Films Playground Safety, 16 min., B/W, #171L, available from BAVI, UW-Madison Let's Play Safe, 16 min., 10 min., color, #1230, available from BAVI, UW-Madison Filmstrip "Safety on the Playground", CU 150, IMCO, Inc., Green Lake, WI, \$6.00 "Safe on the School Grounds" (Eyegate House) "Safety Stories" (Encyclopedia Britannica Education Corp.) "Play Safely" (Encyclopedia Britannica Education Corp.) Paper Cones for "Jack Be Nimble"
3.) Following teacher's verbal cue, student responds verbally as to whether equipment is being utilized safely.	Teacher discusses the proper ways in which to utilize pieces of equipment. Teacher gets competent students to model safe and unsafe use of equipment. (Eg., at slide, students push to get on, climb up front of slide, stand at bottom.) Following verbal cue, "Are Al and Jenny using slide safely?", students respond "No". Models then line up at slide and climb up ladder, etc. Following verbal cue "Are Al and Jenny using slide safely?", students respond "Yes". Teacher uses same procedure for other pieces of equipment.	
4.) Upon demonstration of task and verbal cue, students use equipment safely.	Teacher has older students model correct use of swing and slide. Following verbal cue "Show me how to use slide/swing", student demonstrates correct procedures. Teacher offers verbal assistance, if necessary. Students view various films pertaining to playground safety and discuss applications of rules with teacher.	
5.) With verbal cue only, students use equipment safely.	Without a model, following verbal cue only "Show me how to use slide/swing", student demonstrates correct procedures. Teacher offers verbal assistance, if necessary. Students participate in putting together a bulletin board with the theme "Safety on the Playground".	
6.) Students independently demonstrate safe use of playground equipment.	Teacher observes as students demonstrate their understanding of safety procedures to follow when using playground equipment. Teacher can use similar approach as suggested in this item to introduce safety on other pieces of playground equipment.	

PLN NO 6: Learning to Live Safely

Content Area III: Safety in the Community

Item No. 1: Crossing Streets

PREREQUISITE SKILLS -364-

Receptive Language
Imitation Behavior
Visual and Auditory Acuity
Visual and Auditory Discrimination
Gross Motor

RELATED CONTENT ITEMS

Pedestrian Crossing P. 365
Traffic Light P. 366
Safety in the Community P. 367-373

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration of task and verbal cue, student will stop before crossing street.	All activities should be performed on "classroom floor intersection" before proceeding to actual street corner. At intersection, student is told, "We stop before we cross". While holding student's hand, teacher approaches intersection and stops. A reading of <u>Safety Can Be Fun</u> followed by discussion may prove helpful.	<u>Safety Can Be Fun</u>, Purno Leaf, Lippincott <u>Safety on the Streets and Sidewalks</u>, Instructor No. 133, Flannel Board Kit
3.) Upon teacher's demonstration of task and verbal cue, student will look all ways before crossing street.	At intersection, student is told "We stop and look all ways for traffic before we cross". Teacher demonstrates as student observes. Teacher should stress the importance of looking for and obeying all safety signs and signals at a corner, whether or not traffic is approaching. At intersection, teacher will request that student "Show me a sign or signal that we must obey". Student will respond by pointing out any appropriate signs or signals.	<u>INSTRUCTOR</u> (magazine) February, 1970 (Stop, Look, Listen poem) <u>Street Safety</u> (Encyclopedia Britannica Education Corp.)
4.) Upon teacher's demonstration of task and verbal cue, student will listen before attempting to cross street.	At intersection, student will stop, look all ways and listen, telling teacher what he hears. At classroom intersection, teacher can set up tape recorder with taped traffic noises (as described to the right). Students shall identify sounds and tell teacher when traffic noises have ceased. Teacher should put up bulletin board pertaining to "Stop, Look and Listen" theme. Students can learn poem or songs relating to this.	<u>FILMS</u> A-Z of Walking Safely (16 mm., C, 10') Ed Davis Productions <u>Crossing the Street Safely</u> (16 mm., C, 10') Rental-Miller product.
5.) Student crosses street with teacher offering only verbal cues.	At intersection, student stops, looks all ways, and listens. When student has determined that it is "safe" to cross, he shall notify the teacher. The teacher shall either give him permission to do so or indicate why he should not. Teacher should point out that it is important to walk, and not run across the street. Using the classroom "intersection", teacher shall divide the students into two groups (pedestrians and bike riders). As teacher operates signals, students shall act out their understanding of crossing safely.	I'm No Fool as a Pedestrian (16 mm., C, 8') On loan from Wisconsin AAA Tape recorder with tape of traffic noises (recording should be made so that traffic noises cease every 2 minutes or so. This can also be accomplished by regulating volume control on recorder.
6.) Student independently walks across the street without verbal or physical cues.	At intersection, student stops, looks all ways, listens. He then crosses the street without teacher offering any cues. With aid of teacher, students can create flannel board stories depicting pedestrian safety situations. There are numerous films dealing with basic rules of pedestrian safety that are available on loan.	

PLN NO 6: Learning to Live Safely

(Content Area III: Safety in the Community

Item No. 2: Pedestrian Crossing

PREREQUISITE SKILLS

Receptive Language
Expressive Language
Imitation Behavior
Visual Acuity
Visual and Auditory Discrimination
Gross Motor

RELATED CONTENT ITEMS

Safety in the Community P. 364-373

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Given a picture of a street with marked pedestrian crossings and corresponding signs, student will point where to safely cross following teacher's verbal request.	Student is presented with picture of street with marked crosswalk. (School crossing or pedestrian crossing) Following teacher's request "Where should we cross?", student will indicate crossing area by pointing. Teacher should display the corresponding signs that designate a crosswalk while the students observe. *NOTE: Completion of Item No. 1: Crossing the Street should precede this item.	Functional Signs, DLM Catalogue No. 190, \$7.50 Let's Find Out About Safety, Martha and Charles Shapp, Watt.
3.) Given a picture of a street with marked pedestrian crossings and corresponding signs, student will verbalize appropriate behavior.	Student is presented with picture of street with marked crosswalk. Following teacher's request "What do we do here?", student responds "We cross". Teacher shall stress the point that it is important to cross within the marked lines. Teacher can distribute a work sheet with a picture of a street with a crosswalk. With crayons, student will draw a child crossing in the appropriate place.	Flashcard of street with crosswalk Mimeographed work sheet of outline of street. Using masking tape or chalk, an intersection with a crosswalk can be constructed on the classroom or gym floor.
4.) Upon teacher's demonstration and verbal cue, student will perform appropriate action.	Using the classroom "intersection", teacher will say "This is where we cross", and do so at the proper place. Student will accompany the teacher across the "street". Teacher should indicate the boundaries of the crosswalk as he crosses with the student. Teacher may wish to read "Let's Find Out About Safety" to the class.	
5.) Student will perform appropriate action with teacher offering verbal cues only.	Using the classroom "intersection", teacher will stay on one side of the "street", offering only verbal cues, as the student crosses. Teacher can line the students up in a single file on one side of the classroom "street". Teacher either operates a replica of a traffic light or Walk - Don't Walk signal. Keeping on line (and within the crosswalk), students walk across the "intersection" on green; on yellow, those already in the "street" may continue to the opposite side, others still on the sidewalk must wait; on red all must stop. Points may be given for correct responses. The student with the most points is the winner.	
6.) Student will cross at marked crossing independently.	Student crosses the classroom "street" at the appropriate place with teacher offering no cues. If possible, teacher should accompany students to an intersection where a marked pedestrian or school crosswalk is located. Teacher should assist each student by offering verbal cues similar to those provided within the classroom. Teacher shall determine when the student is ready to cross independently.	

Content Area III: Safety in the Community

Item No. 3: Traffic Light

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2) Given a selection of street signs and lights that includes a traffic signal, the student will point to the traffic light as a response to teacher's request of "Show me the traffic light".	To create an awareness of traffic safety, the teacher can display a variety of safety signs, street lights and information signs around the classroom requesting student to identify specific ones. While displaying a picture, or transparency of the traffic light, the teacher shall lead a discussion about it-- supplementing it with a reading of "Red Light, Green Light".	"Playskool's Wooden Traffic Signs", \$5.00 "Safety Signs of Our Street" transparencies, \$2.50 each "Sign Book" WM Dupon, Golden Press "Red Light, Green Light" Doubleday Reinforced Library, Golden MacDonald Overhead transparencies of traffic light, IMCO catalogue \$2.50 each
3) Given the appropriate colors, the teacher will request that the student label each one and indicate its corresponding action.	To reinforce the student's ability to discriminate the three colors, distribute three paper circles to each student requesting them to "Show me the red one" or "Show me the green one". Students will respond by holding up the appropriate colored circle. Teacher will then ask "What color tells us to stop?", "What color tells us to go?", "What color tells us to be careful?". Students will again respond by holding up the appropriate colored circle.	A set of 3 circles approx. 6" in diameter for each child. (One Red, One Yellow, One Green) A working replica of a traffic signal can easily be constructed by cutting 3 holes out of a cardboard outline of the light and covering the holes with colored cellophane. Shining a flashlight from behind will give the appearance of a working light. Using masking tape or chalk an intersection can be constructed on the classroom or gym floor.
4) Given the appropriate colors, the student will label each one, indicate its corresponding action and perform the appropriate task with the teacher providing both physical and verbal cues.	While the students observe, the teacher shall describe the meaning of each color and model the corresponding action using the replica of the traffic light or a set of transparencies. The students shall line up facing the replica. As it changes, the teacher shall take each student by the hand and assist him in performing the appropriate action while describing the task out loud. Along with cues concerning color, cues stressing position of lights should be utilized. (Red-top, yellow-middle, green-bottom). Besides providing additional cues, this will serve to aid color blind pupil in discrimination of signals.	
5) Given the appropriate colors, the student will label each one, indicate its corresponding action and perform the appropriate task with the teacher providing only verbal cues.	Using the intersection constructed on the floor, the students will observe the teacher as he/she describes and performs the actions indicated by the replicas of the traffic signal. The students will then cross at the "intersection" according to the color of the signal. The teacher shall assist the student by providing verbal cues to shape the desired response. Using the "intersection", the teacher shall divide the children into two groups (pedestrians and bike riders) and let them act out their understanding of the three signal lights.	
6) At a traffic signal, the student shall perform the appropriate actions independently.	If possible, the teacher should accompany the students to a street corner where a traffic light is in operation. As the students observe, the teacher shall describe and perform the actions indicated by the signal being careful to use phrasing and explanations similar to the ones in the classroom setting. As the light changes, the teacher shall assist each student in performing the appropriate action by giving verbal cues similar to those provided with the "classroom intersection". When the student is ready to respond to the light independently, he should remain in the teacher's sight at all times.	Blue Bug's Safety Book Virginia Poulet (Children's Press)

PLN NO 6: Learning to Live Safely

Content Area III: Safety in the Community

Item No. 4: Walk/Don't Walk

PREREQUISITE SKILLS

Item No. 1: Crossing the Street
Receptive and Expressive Language
Visual Acuity
Visual Discrimination
Imitation Behavior
Gross Motor

RELATED CONTENT ITEMS
Safety in the Community P. 364-373

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student points to Walk - Don't Walk light in response to teacher's request, "Show me the Walk - Don't Walk light".	To create an awareness of traffic safety, teacher can display a variety of safety signs, street lights and information signs around the classroom requesting the students to identify specific ones. While displaying a picture, transparency or replica of the Walk - Don't Walk light, the teacher shall lead a discussion concerning it.	Functional Signs, DLM Catalogue No. 190, \$7.50 Safety For Me, Book II Stanwic House, Inc. Walk and Wait Traffic Sign Preston Corp., NY PEC4855, \$24.00
3.) Student labels appropriate colors of words "Walk - Don't Walk" light and verbalizes their corresponding action.	To reinforce the student's ability to discriminate between "Walk" and "Don't Walk" or "Wait" (See note in equipment & materials column), distribute two flash cards (a red one with "Don't Walk", a green one with "Walk") to each student requesting them to "Show me Walk", or "Show me Don't Walk". Students will respond by holding up appropriate card. Teacher will then ask "Which tells us to walk?" or "Which tell's us not to walk?" Students will again respond by holding up the appropriate flash card.	Flash cards with "Walk" and "Don't Walk". Note: Some cities use "Wait" instead of "Don't Walk". The proper adjustments should be made.
4.) Student labels appropriate placement and colors of words, verbalizes their corresponding action, and performs the appropriate action with teacher offering both physical and verbal cues.	While the students observe, the teacher shall describe the meaning of "Walk" and "Don't Walk" and model the corresponding action, using the replica of the signal. The students shall line up facing the replica. As it "changes", teacher shall take each student by the hand and assist him in performing the appropriate action while describing the task out loud. The flash cards can be utilized in place of the working replica. Along with cues concerning color, cues stressing position of lights should be utilized (Don't Walk - top, Walk - bottom). Besides providing an additional cue, this will serve to aid the color blind pupil in discrimination of the signals. Using the intersection constructed on the floor, students will observe the teacher as he describes and performs the actions indicated by the replica of the signal.	Using masking tape or chalk, an intersection can be made on the classroom or gym floor. A working replica of a Walk/Don't Walk sign can easily be constructed by cutting two rectangles out of the bottom of a shoe box: Cover the holes in the box with cellophane, red on the top, and green on the bottom. Cut out the letters "Walk" and "Don't Walk" or "Wait" and paste them to the cellophane in the appropriate position. Shining a flashlight from behind will give the appearance of a working light.
5.) Student labels appropriate placement and color of words, verbalizes their corresponding action and performs appropriate action with teacher offering only verbal cues.	The students will then cross at "the intersection" according to the signal. Teacher shall assist the student by providing verbal cues to shape the desired response using this "intersection". The teacher shall divide the children into two groups (pedestrians and bike riders) and let them act out their understanding of the signal. Other signs and signals can be added.	
6.) Student crosses street independently at a Walk - Don't Walk light.	If possible, the teacher should accompany the students to a street corner where a Walk - Don't Walk light is in operation. As the students observe, the teacher shall describe and perform the actions indicated by the light, being careful to use phrasing and explanations similar to the ones used in classroom setting. As the light changes, teacher shall assist each student in performing the appropriate action by giving verbal cues similar to those provided with the classroom "intersection". When the student is ready to respond to the signal independently, he should still remain in the teacher's sight at all times.	

PLN NO 6: Learning to Live Safely

Content Area III: Safety in the Community

Item No. 5: Stop Sign

PREREQUISITE SKILLS -368-

Item No. 1: Crossing the Street
Receptive and Expressive Language
Visual Acuity
Visual Discrimination
Imitation Behavior

RELATED CONTENT ITEMS

Locales Appropriate Bus Stop P. 395
Safety in the Community P. 364-373

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Given a selection of street signs and lights that include a stop sign, student will point to the stop sign as response to teacher's request "Show me the stop sign".	The teacher can display a variety of safety signs, street lights, and information signs around the classroom to create an awareness of traffic safety. Students will be requested to identify specific ones. While displaying a "stop sign", teacher shall lead a discussion concerning the meaning and location of it. The shape and color of the stop sign should be pointed out.	Playaschool's Wooden Traffic Signs, Fox Valley SEMC. Useful Signs to See and Read, Milton Bradley, Fox Valley SEMC. Safety For Me, Book II, Stanwic House Inc., Fox Valley SEMC. Using masking tape or chalk, an intersection can be constructed on the classroom or gym floor. A set of cards of various shapes: circle, square, triangle and octagon. A colorful pamphlet called "New Look in Traffic Signs" is available from the Supt. of Documents U.S. Govt. Printing Office Washington, DC 20402 (Price 35¢) Stock Number 5001-0027
3.) Upon teacher's request, student labels "stop sign" and verbalizes the corresponding action.	To reinforce the student's ability to recognize the stop sign, a mimeographed work sheet with various shapes, including that of the stop sign, can be presented to the students. The students should then be requested to "find the one that looks like a stop sign". Teacher can distribute various shaped cards including the octagon shape of the stop sign to the students requesting them to "Show me which one tells us to stop". Students respond by holding up the appropriate shape.	
4.) Student will label "stop sign" and verbalize the corresponding action, and then perform the appropriate action with teacher offering both physical and verbal cues.	Using a stop sign, teacher shall describe the meaning of it and model the corresponding action while the students observe. Students shall line up facing the teacher. On verbal cue "Go", student shall advance. Teacher will then display stop sign, along with verbal cue "stop". The student will stop. The teacher will then remove stop sign from the student's sight and give the verbal cue "Go". The student will proceed. (Teacher should repeat above task without using verbal cue of "stop".)	
5.) Student will label "stop sign", verbalize the corresponding action, and perform the appropriate action with teacher offering only verbal cues.	Using the intersection constructed on the floor, the student will observe the teacher as she describes and performs the appropriate action. Using this "intersection", the teacher shall divide the students into two groups (pedestrians and bike riders), and let them act out their understanding of the "stop sign".	
6.) Student will identify the stop sign and act appropriately without teacher supervision.	If possible, teacher should accompany the students to a local street corner where a stop sign is located. As the students observe, teacher shall describe and perform the appropriate action, being careful to use phrasing and explanations similar to the ones used in the classroom setting.	

PLN NO 6: Learning to Live Safely

Content Area III: Safety in the Community

Item No. 6: Railroad Crossing

PREREQUISITE SKILLS

Item No. 1: Crossing the Street
Receptive and Expressive Language
Imitation Behavior
Visual Acuity
Visual and Auditory Discrimination
Gross Motor

RELATED CONTENT ITEMS
Responds Appropriately to Signal System P. 168
Pedestrian Crossing P. 365
Danger & Warning Signs P. 370

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Given a selection of signs including railroad crossing, student will point to railroad sign following verbal request "Show me the railroad crossing sign".	Teacher displays various street signs around the classroom. Following verbal request, "Show me a railroad crossing sign", student will point to appropriate one. Teacher displays various pictures of roads, lakes, railroad tracks. Upon verbal request "Where would we find a railroad crossing sign", student points to railroad tracks.	Functional Signs, DLM Catalogue No. 190, \$7.50 Miniature Traffic Signs, Playskool Catalogue No. 311, \$5.00 Floor Train, Playskool Catalogue No. 634, \$35.00 Playskool Village, Catalogue No. 310, \$7.00 Mimeographed worksheet with shapes of signs Flashcards of cars, boats, planes Railroad tracks and a crosswalk can be constructed on the classroom floor or gym floor with masking tape or chalk.
3.) Upon demonstration of task and verbal cue, student recognizes and labels signs of both "railroad" and "RR" designations and verbalizes the appropriate action.	To reinforce the student's ability to recognize the railroad crossing sign, a mimeographed work sheet with various sign shapes, including that of the railroad sign can be presented. Students should then be requested to "Find the one that looks like a railroad crossing sign" (both the round and cross varieties should be included). Teacher should discuss with the class the extreme danger of playing on or near railroad tracks.	
4.) Upon teacher's demonstration of task and verbal cue, student stops before railroad crossing.	A railroad crossing is constructed on the classroom floor with masking tape. At intersection, student is told "We stop before we cross the railroad tracks". While holding student's hand, teacher approaches intersection and stops. Teacher can present toy village with marked railroad crossing. Students act out the proper behavior with toy trains and cars.	
5.) Upon teacher's demonstration of task and verbal cue, student stops at railroad crossing and looks for trains.	At railroad crossing in class, student is told "We stop and look all ways for trains before we cross". Teacher demonstrates as student observes. Teacher should remind students to listen for a train whistle. After constructing "tracks" on the floor with masking tape and posting a railroad crossing sign, teacher shall divide students into two groups (pedestrians and train engineers). As the teacher directs, students shall act out their understanding of proper crossing behavior.	
6.) Student acts appropriately at railroad crossing without teacher's cues.	At classroom railroad crossing, student stops, looks all ways and crosses without verbal or physical cues. Since there is a vast difference between the classroom railroad crossing and an actual crossing, teacher should accompany students to a working railroad crossing.	

PLN NO 6: Learning to Live Safely

Content Area III: Safety in the Community

Item No. 7: Danger and Warning Signs

PREREQUISITE SKILLS -370-

Receptive and Expressive Language

Visual Acuity

Visual Discrimination

Imitation Behavior

Gross Motor

RELATED CONTENT ITEMS

Poison P. 351

Safety in the Community P. 364-372

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Given a selection of various street signs including danger signs, student will identify requested ones.	The teacher can display a number of street, danger and warning signs around the classroom to instill an awareness in the student. Following verbal request "Show me the 'danger sign'" or "Show me the 'thin ice' sign", student will point to appropriate one. Other warning signs should include "high voltage", "poison", "no trespassing", "do not enter", and "caution". Teacher reads book, "Let's Find Out What Signs Say", followed by a class discussion of why it is important to follow directions.	Functional Signs, DLM Catalogue No. 190, \$7.50 Set of flashcards depicting safe and unsafe procedures to follow concerning hazards (Level 3)
3.) Upon demonstration of task and verbal cue, student will label sign and verbalizes avoidance action.	As teacher displays sign, student will verbalize what avoidance action is appropriate (eg. "What does 'No Trespassing' tell us?" Student responds "Can't walk here" or "Can't play here"). Teacher displays various sets of flashcards (eg. one card showing child avoiding area with posted thin ice sign and another depicting child walking across same area). Following verbal request, "Show me who is acting safely", student will point to appropriate ones.	Flashcards of potential hazards and corresponding warning signs Masking tape or chalk for "Danger Areas" in obstacle course
4.) Upon demonstration of task and verbal cue, student will label sign, verbalize avoidance action and perform appropriate action.	As sign is displayed, teacher models appropriate action. After students observe, they will label sign, describe the necessary action and perform it. Teacher sets up "Danger Area" marked off by masking tape. Appropriate sign is posted. After demonstration, students will role play the proper action to undertake upon confronting various warning signs.	FILM: "Otto, The Auto" Available from your local AAA Safety Posters (Hayes School Publishing Co.)
5.) Student will label sign, verbalize avoidance action and perform appropriate action with teacher only giving verbal cues.	Students will act appropriately according to designated sign with teacher only offering verbal cues if necessary. Teacher presents pictures of various hazards, such as cracked ice or power lines. Teacher also presents various flashcards of warning signs that correspond to each danger. Following verbal request, student will match hazard with appropriate warning sign.	Standing signs can be made by attaching sign to stick and setting it into a coffee can of plaster of Paris
6.) Student identifies sign and performs appropriate action independently.	Given a series of warning and danger signs, student will demonstrate his understanding by showing appropriate behavior. Teacher can set up "obstacle course" in a classroom or gym and a route for students to follow. During course of route, students must pass various "Danger Areas" to reach the end. These danger areas are marked off with masking tape or chalk. A warning sign is posted at each one. Students must obey signs and bypass these areas. Regular street signs should be incorporated into this task	

PLN NO 6: Learning to Live Safely

Content Area III: Safety in the Community

Item No. 8: Motor Vehicle Passenger Safety

PREREQUISITE SKILLS

Receptive Language

Imitation Behavior

Fine Motor

RELATED CONTENT ITEMS

Appropriate Attitudes and Skills for

Commuting P. 186-23

Safety in the Community P. 365-371

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student will enter and exit a vehicle safely.	Following demonstration and verbal cue "Go in the car", student will enter the vehicle from the curb side. Following verbal cue "Get out of the car", student will exit the vehicle from the curb side. Teacher presents two pictures, one of child entering car on street side and one of child entering car on curb side. Following verbal request, "Which is the safe side?", student will point to the correct one.	Flashcards of child entering car on street side and child entering car on curb side Flashcards of child standing up in car and child sitting in car
3.) Upon demonstration of task and verbal cue, student will identify the safety belt.	Once inside car, teacher will request that student "Show me the seat belt". Student will respond by pointing or holding it. Parts of the car that the student should not touch should also be identified. Student should not play with door handles or locks while car is in motion.	Books Danny Driver, \$.69 ea., Western Pub. Co., School & Library Dept., 150 Parish Drive, Wayne, NJ Songs "So Safety in the Morning", words from Wisconsin AAA
4.) Upon demonstration of task and verbal cue, student will hold buckle and clamp sections of seat belt.	Following demonstration of task and verbal request, student will hold the buckle section of the seat belt in one hand and the clamp section in the other. Upon presentation of picture of child standing up in car, and picture of boy sitting appropriately in car, student will point to correct one following verbal request "Who is sitting safely?"	Posters available from Employers Insurance of Wausau, Wausau, WI. Seat belt, #906
5.) Upon demonstration of task and verbal cue, student will fasten and unfasten seat belt.	Following demonstration of task and verbal request "Put on your seat belt", student will take the clamp section of belt and push it into the buckle section so that the safety belt has been properly fastened. Following verbal request, "Take off your seat belt", student will push the buckle section of belt so that the belt unfastens. The film <u>Safety Belt for Susie</u> demonstrates the use of seat belts and urges children to use them.	Films Safety Belt for Susie, (color, 11 min., 16 mm.) available from AAA of Wisconsin UFO (color, 14 min. 16 mm.) available from Wisconsin AAA
6.) Student will independently enter a vehicle safely, sit appropriately and fasten his seat belt.	Following verbal request, student will safely enter vehicle, sit appropriately and fasten seat belt. Teacher should identify simple game activities and songs for students to engage in that do not interfere with the driver. On car trips, teacher or parent should reinforce proper passenger behavior whenever possible.	Filmstrips Safe and Sound Along the Way, \$6.50, Society for Visual Ed., Inc., 1345 Diversey Pkwy, Chicago, IL 60614

PLN NO 6: Learning to Live Safely

Content Area III: Safety in the Community

Item No. 9: Bicycle Safety

PREREQUISITE SKILLS -372-

PLN NO 3, Content Area II,

Item No. 10: Bicycle

Receptive and Expressive Language

Visual Discrimination

Imitation Behavior

Gross Motor

RELATED CONTENT ITEMS

Sight Vocabulary: Functional Signs P. 66

Learning to Ride a Tricycle P. 163

Learning to Ride a Bicycle P. 364

Safety in the Community P. 364-370

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Given a picture of a bicycle, students will be able to point out requested parts.	Teacher presents a diagram of a bicycle. The students should be able to indicate the following suggested parts: tires, handle bars, seat, pedals, light, reflector, brake, kick stand, chain, spokes, horn or bell. Teacher should bring in bicycle for students to point out actual parts. Teacher can read "Curious George Rides A Bike" and "Mr. Bumba Rides A Bicycle" to class.	Curious George Rides A Bike, H. A. Rey Teacher's Guide To Better Bicycle Driving, Bicycle Institute of America, 122 E. 42nd St. New York, NY 10017
3.) Given various pictures of children riding bikes in safe and unsafe situations, student will respond appropriately to teacher's request, "Who is riding safely?"	Teacher presents various pictures of bicycling situations (examples may include child riding down middle of street, child riding on sidewalk, child riding with no hands, two boys on one bike, boy riding with two hands, etc.). Students will point to examples of safe riding. Teacher may wish to discuss what is wrong with each picture. Teacher's Guide To Better Bicycle Driving contains lesson plans, quizzes, traffic signals, etc. that can be adapted to a TMR curriculum.	Films I'm No Fool With A Bicycle (16 mm., C. 8') On loan from Wisconsin AAA You And Your Bicycle (16 mm., bw, 10') On loan from American Family Insurance Stop And Go On A Bike (16 mm., C. 13') On loan from Associated Film, 561 Hillgrove Ave. La Grange, Illinois Billy's New Tricycle (16 mm., 5') On loan from Wisconsin AAA Various posters and pictures dealing with bicycle safety are available from WI AAA and Nat'l Safety Council in Chicago. Functional Signs, DLM Catalogue No. 190, \$7.50 Badges and membership cards for safety club.
4.) Upon demonstration of task and verbal cue, student will perform appropriate hand signal.	Teacher shall demonstrate the proper hand signals for a left turn, right turn and stop. Following verbal request, "Show what we do when we want to make a left turn", student will stick his arm straight out. I'm No Fool With A Bicycle is a film emphasizing the rules for safe bicycling. You And Your Bicycle demonstrates correct riding habits and use of hand signals.	
5.) Following verbal cue, student will perform appropriate hand signal and imitate a bicyclist.	Teacher will set up an intersection on the classroom floor. Following a verbal cue "Right", "Left" or "Stop", student will imitate a bicyclist by demonstrating the proper hand signal while "bicycling" down the intersection. Students should develop a bulletin board related to bicycle safety.	
6.) Given a marked course and bicycle, student shall demonstrate his understanding of proper riding techniques.	Teacher shall set up a course to test student's safety skills. With masking tape or chalk, a three foot wide lane approximately 50 feet long should be marked off. Student's ability to balance, brake, turn and steer should be demonstrated within this area, if possible, on their own bicycles. Street signs and pedestrian traffic should be added to the safety course. Each student who demonstrates his riding ability to the satisfaction of the teacher should be permitted to join a "safety club". Teacher may wish to present badges and membership cards.	

PLAN NO 6: Learning to Live Safely

Content Area III: Safety in the Community

Item No. 10: Avoiding Strange Animals (Dogs, Cats, Snakes)

PREREQUISITE SKILLS

Receptive Language
Expressive Language
Imitation Behavior
Gross Motor

RELATED CONTENT ITEMS

Identifies Wild Animals P. 231
Seeking Assistance of Teacher P. 356
Danger and Warning Signs P. 369

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Following teacher's verbal cue "Show me the dog", student points to appropriate picture. Following teacher's verbal cue "Show me the snake", student points to appropriate picture.	Teacher shows pictures of animals or toy animals, including at least one dog, requesting student to point to dog, upon which student responds accordingly. Teacher may start by asking students to talk about their pets and possibly if their pet dogs bark at or bite strangers. (This procedure can also be used to teach the student avoidance of snakes and insects.)	Pesbody Kit of animals or toy animals, including dog Toys or other models of dogs and "Larry"
3.) Following teacher's demonstration and verbal cue, student differentiates friendly from strange dogs.	Using toys or other models, teacher presents miniature play in which Larry has a dog, Arnie, which teacher labels as "friendly". Larry can pet his dog. But when Larry approaches each of the other dogs, which teacher labels as "strange", they bark or chase him. The play is repeated, with teacher presenting verbal cue "Can Larry play with this dog?", when Larry approaches each dog. Students respond verbally as appropriate.	Booklet and Teacher Guide: "Play it Safe" Green Giant Box 50-458 Le Sueur, Minn. 56058 (25¢) Pictures of Snakes and Insects
4.) Student avoids strange dogs in role playing situation. Student avoids all snakes in role playing situation.	Students act out roles of Larry and "strange dogs" of various types. Using these or their own names, "Larry" shows he can touch only his own dog, while others show hostility on his approach. Next time around, he demonstrates ability to discriminate, avoiding attack. It is suggested that teacher be cautious so that "barking" does not get out of control.	
5.) Upon teacher's verbal cue, student avoids strange dogs outside. Upon teacher's verbal cue, student avoids snakes outside.	On a walk when student sees strange dog, teacher asks "Can we touch that dog?" Student replies correctly. (On a walk in the woods or fields when students see a snake, teacher can ask "Should we touch the snake?" Students reply appropriately.)	
6.) Student avoids approaching strange dogs, cats, snakes, etc. by self.	For more responsive students, teacher discusses possibility of approaching or touching strange dog if owner is present and indicates dog is friendly. If possible, teacher may take students to a zoo and observe that students do not tease animals while they are sleeping, eating, etc. It may be noted that household dogs account for over 80% of dog bites.	

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Following verbal request "Show me the policeman/fireman", student points to appropriate picture.	Teacher displays pictures of a doctor, fireman, milkman, barber, teacher and policeman, and explains the function of each community worker. Following verbal request "Show me the policeman/fireman", student points to appropriate one. Teacher should read <u>My Friend the Policeman</u> and <u>My Friend the Fireman</u> to class followed by a discussion stressing that these community workers are their friends.	<u>Peabody Kit Occupation Cards</u> <u>My Daddy is a Policeman</u> , Golden Book, Simon and Schuster <u>Policeman and His Work</u> , Fireman and His Work, Wollensak Teaching Tapes and Worksheets Policeman's cap Fireman's hat <u>My Friend the Fireman</u> , <u>My Friend the Policeman</u> , David Cook Publishing Co., \$1.50 Individualized identification cards <u>Little Golden Books</u> <u>Smookey the Bear</u> <u>Sam the Firehouse Cat</u> <u>Five Little Firemen</u>
3.) Following verbal request "Show me the police/fireman at work", student responds by pointing to appropriate pictures.	Teacher presents various pictures of firemen and police at work (eg., directing traffic, putting out fires, etc.). Following verbal cue, student points to appropriate ones. Teacher can utilize activities and materials offered in the teaching kit <u>Policeman and His Work</u> and <u>Fireman and His Work</u> .	
4.) Following verbal cue, student will indicate which events call for assistance from police or fireman.	Teacher presents various situations, either verbally or with pictures (eg., if you saw a fire, if you are lost, if you are hurt, if you are hungry, if you see someone else hurt, if you are tired, etc.). Following verbal cue "When do we need a fireman or policeman?", student responds by indicating appropriate situations. Students should be taught to dial "O" on telephone when one of the above appropriate situations arises and relay name and address.	
5.) Upon request, student will recite name to policeman or fireman.	Role Playing: One student is chosen as "policeman" or "fireman" and dons appropriate hat. The other students are "lost" or "see a fire" and take turns reciting their names upon request from "policeman" or "fireman". Non-verbal students should be given individualized identification cards to present upon request.	
6.) Upon request, student will recite both name and address to policeman or fireman.	Role play in same situation as indicated above. This time students recite name and address upon request. Non-verbal students can present their identification cards. If possible, an actual member of the police department should be invited into the classroom. Students should have the opportunity to recite their names and addresses to them upon request.	

FLN NO 6: Learning to Live Safely

Content Area IV: Emergency Situations

Item No. 2: Seeking Aid for Cuts/Burns/Bites

PREREQUISITE SKILLS

Receptive Language
Expressive Language

RELATED CONTENT ITEMS

Knowledge of Neighborhood and Community
P. 134-136
Avoidance of Hot Water and Hot Objects R. 349
Sharp and Pointed Tools P. 350
Poison P. 351
Matches P. 352 / Broken Glass P. 355

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Following teacher's verbal cue, "Point to the cut/bite/burn", student responds by pointing.	Teacher presents pictures of people with cuts/burns/bites. Following verbal cue "Point to the cut (or burn or bite)" student responds by pointing to appropriate place. If pictures of people with injuries are not available, teacher may draw in cuts on any pictures. Teacher presents sequence of cards such as: boy running, boy falling, boy with cut on knee, girl riding by bee, etc., and discusses the action with student.	Pictures of people from newspapers or magazine Washable red ink or paint Sequence of cards for Levels 2 and 4 Individual plasticized card for each student containing telephone numbers Accident Pictures (Peabody Kit)
3.) Following verbal cue, "Point to your cut/burn/bite" student responds by pointing to cut/burn/bite.	Teacher has students role-play. After marking the arm of student with a red washable marker, she explains that it represents a real injury. Following the verbal cue, "Point to your cut/burn/bite", student points to appropriate area. Student may be asked to indicate injury on another student.	
4.) Student is able to identify persons he can go to in case of injury.	Teacher presents student with worksheet depicting a man, woman, baby and dog. Following verbal cue "Show me who we can go to for help if we hurt ourselves", student points or circles appropriate ones. Teacher presents sequence of cards from Level 2 with addition of card depicting child going to adult for aid, and discusses it with student. Teacher should stress the importance of going to any adult for aid if teacher or parent is not present.	
5.) Student is able to locate nearby adult in case of injury.	Teacher tells student she is going into next room. After marking "injury" on student with washable ink or paint, she leaves. Student must locate teacher and indicate his "injury", either verbally or by pointing. Teacher should discuss with students the importance of seeking aid immediately after receiving injury.	
6.) Student independently seeks aid for actual injury.	Teacher observes that student, after receiving actual cut or burn, does seek aid without any supervision. Teacher should discuss with students who are able to use a phone the procedure to follow if no adults are available in immediate environment. Teacher may present student with small plasticized card listing numbers to call in case of emergencies.	

PLN NO 6: Learning to Live Safely

Content Area IV: Emergency Situations

Item No. 3: Seeking Aid for Fire

PREREQUISITE SKILLS -376-
 Receptive and Expressive Language
 Gross Motor
 Visual Discrimination
 Ability to dial "0" on the telephone
 Ability to state name and address

RELATED CONTENT ITEMS
 Communicates Appropriately to an
 Emergency P. 75
 Telephone Skills P. 106-109
 Names Home Street/Road P. 179
 Location of Public Services P. 134-136
 Shutting Doors P. 155

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon presentation of stimulus and following verbal cue, student will point to "fire".	Teacher presents students with sets of cards or short films of: a room, a room on fire, a house, a house on fire, a garbage can, a garbage can on fire, etc. Following verbal cue, "Show me fire", student will respond by pointing to the appropriate ones. Teacher may wish to present to class various films concerning the dangers of fire.	FILMS I'm No Fool With Fire Donald's Fire Survival Plan, both can be rented from Ross Films Books Big Fire by Sally Scott (Harcourt) Children's Fire Safety Lesson, Kemper Insurance Co., Chicago, IL Fire Prevention and Safety-A Manual for Elementary Schools, Hartford Insurance Co., Hartford, Conn. Smoky the Bear (Little Golden Books) Card with names of people to contact in case of fire for each child "Fire" can be made by cutting fingers of flames out of red and orange paper and attaching them onto a cardboard base so they stand up. Worksheet for Level 4 Set of cards for Level 2
3.) Upon demonstration of task and following verbal cue, student will explain procedure for leaving premises in case of fire.	Following verbal cue, "What do we do if we see a fire in a room or in a house?", student responds "Leave house" or "Go out". Teacher stresses that although in school students must leave the building quietly, at home it is proper to yell "Fire" to warn others.	
4.) Following verbal cue, student will indicate possible sources of help in case of fire.	Following verbal cue, "If we see a fire, where can we get help?", student responds by naming parent, older siblings, nearest neighbor, adult passer-by, operator. Teacher presents work sheet with pictures of man, woman, baby and dog. Following verbal cue, "Who should we contact if we need help?", student circles appropriate ones. Teacher should obtain from each student's parent the names of possible people to contact in case of fire. These names can be put on small card for student to carry with him. If it becomes necessary, student may refer to card.	
5.) Following verbal cue, student will demonstrate the proper procedure to undertake in contacting help in case of fire.	Following verbal cue "If we see a fire, how can we get help?", student responds by explaining proper procedure to follow. Teacher should discuss with each student's parent the ways in which the aforementioned people can be contacted, in each student's home environment. Student should be instructed in use of phone to dial "0" for operator. For example, if parent wishes student to contact neighbor, parent should outline proper course for student to take.	
6.) Student independently demonstrates the proper procedure to follow in case of fire.	Following verbal cue, "Show me what to do if we see a fire in the house", student demonstrates and explains proper action to follow--leaving the premises and contacting help. Role Playing: Teacher places "Fire cut out" in room. Student demonstrates proper action to follow.	

PLN NO 6: Learning to Live Safely

Content Area IV: Emergency Situations

Item No. 4: Seeking Aid for Others

PREREQUISITE SKILLS

Receptive Language
Expressive Language
Gross Motor

RELATED CONTENT ITEMS

Communicates Appropriately to an
Emergency P. 75
Knowledge of Neighborhood and
Community P. 134-136
Seeking Police and Fireman Assistance P. 374

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Following teacher's verbal cue "Does he/she need help?", students reply correctly.	Teacher discusses with students accidents they may have encountered before, and what was done for the victims. A competent student role plays by falling and feigning unconsciousness. Teacher gives verbal cues, whereupon students reply accordingly.	Washable red marker pen Newspapers or magazines with pictures and stories about mishaps.
3.) In the same accident situation, following teacher's verbal cue "What should you do?", student responds verbally and leads teacher to unconscious person.	Teacher tells students that they should, in such a situation, go to an adult, say "Please help", and lead him by the hand to place where victim is lying. Two competent students will role play, one as victim, the other as one who brings help. With first actor on the ground and teacher's verbal cue, "What should you do?", second actor follows aid-seeking sequence. Other students then follow same sequence individually.	
4.) Following same verbal cue from teacher, student responds in above mentioned sequence for other situations: a crying person, a moaning person.	Same as above, except students will feign crying and moaning in other situations. Other situations may be devised as teacher wishes. It is suggested that care be taken so that students not involved in role playing do not join in "moaning" or "crying". Also, actors can be marked with washable red marker ink to indicate injury.	
5.) Following same verbal cue from teacher, student responds in above mentioned sequence for all situations taught, but is able to go to other adults for help.	An "unconscious", "crying", or "moaning" person can be used. Now, however, other adults take the place of the teacher (eg., student teacher, custodian, etc.). Students lead adults from less than twenty feet away. Later on, adults are placed further away (eg., in next room, and eventually, in other parts of the building).	
6.) When student sees someone needing help in real life, he seeks out adult for help.	Teacher discusses various emergency situations with students, and how they might seek aid for others in these situations (eg., use of a phone when help is not near). Teacher shows pictures from newspapers or magazines of mishaps and discusses with students how others sought help for the victims.	30-BK-5958-74

PERSISTING LIFE NEED #7

Learning To Contribute To One's Financial Maintenance

Learning To Contribute To One's Financial Maintenance provides specific suggestions for teaching the necessary skills and attitudes required of an individual who plans to be an independent worker within the community. The skills of handling money and telling time are also included.

PLN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area 1: Why People Work*

Item No. 1: Personal Satisfaction

PREREQUISITE SKILLS -380-
Gross and Fine Motor Coordination
Physiologically Capable of Completing Task
Receptive and Expressive Language

RELATED CONTENT ITEMS
Why People Work P. 381-384

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student readily accepts assigned tasks in the classroom.	Having the job of placing chairs or desks at the end of day, student faithfully performs tasks. Teacher assigns and teaches job, observes child's attitude toward job - eager, cheerful, without complaint or stubborn, needing constant reinforcement, unwilling.	Routine school work Sub-contract work Filmstrips: <u>Kenny Wants To Help</u> <u>The Busy Bees</u> Educational Teaching Aids
3.) Student is willing to perform tasks that are not always pleasant.	Task will vary for each student, e.g., likes to cook but not clean up dishes. The student is given this job and he completes it. Teacher determines unwanted job and assigns it. Check thoroughness of completion, time element requirement, and attitude.	
4.) Student seeks to perform unrequired tasks without reinforcement from teacher.	Example of student behavior could be picking up paper in hall, undirected. Picking up a mess someone else has made. Teacher's role is one of observation. Can point out to class in discussions good work examples.	
5.) Student asks to participate in school work activities.	Student seeks to involve himself in work activities that he is not formally assigned to (during the free time). Put in extra time. Teacher allows time periods for extra jobs and notifies students of work possibilities.	
6.) Student expresses a desire for work experiences or a job.	This step involves student initiative - expected to ask teacher or vocational counselor for a job placement. Teacher develops chart list for job readiness, evaluating students and going over it with them at reasonable intervals.	
*The area of why people work concerns itself mainly with affective areas of being. These are not readily measurable and the teacher's judgement of a child's understanding of concepts must be utilized. We are including possible developmental levels and some activities which will enable the teacher to observe and evaluate student's responses. Since we are talking about motivation and ambitions, the activities and levels are secondary to the desired attitudes.		

PLN NO. 7: Learning to Contribute to One's Financial Maintenance

Content Area 1: Why People Work.

Item No. 2: Financial Reward

PREREQUISITE SKILLS

Expressive and Receptive Language
Gross and Fine Motor Coordination
Writing Skills
Math Skills
Reading Skills

RELATED CONTENT ITEMS

Why People Work P. 380-384
Reading Skills P. 63-73
Pre-Workshop Skills P. 399-405
Skills to Hold a Job P. 406-408
Using Money P. 419-426
Learning to Tell Time P. 427-432

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student/worker increases productivity when given approval after every successful task.	Having a task the student is beginning to tire of, he will resume working after getting some kind of approval (smile, pat on the back, etc.). Teacher assigns task, observes and gives positive approval when required.	Sub contract work from surrounding businesses Pennies, Paper clips, Chips, Play Money - anything that could be used for token reinforcement. Calendars for keeping track of work week Kitchen timer Found materials that could be set up in a variety of tasks for classroom, school or community Chart showing types of tokens used for particular jobs Slates with pre-draw columns to aid in tallying work-reinforcement schedule Sample time cards copied on large paper Write rating evaluation for individual student/worker Chart showing piece work concept
3.) Student/worker increases productivity when given a token and verbal approval after every successful task.	Student/worker would collate pages to make one booklet. After receiving a token (chip, play money, etc.), he would start collating pages to make a second booklet. Teacher would discuss concept of tokens and what student/worker could use them for. Teacher would assign task, observe student/worker and hand out tokens after each booklet was completed.	
4.) Student/worker increases productivity when given a token reinforcement every third successful time. (Reward schedule can be changed according to the task at hand.)	Student/worker is assigned task of packing checkers and tallies each complete box on a slate. Upon being rewarded for three complete boxes, student/worker immediately begins working on the next group of three. Teacher would explain concept of piece work and demonstrate how more work earns more chips. Teacher would provide items for packaging and a slate for tallying production. Teacher would observe work and be consistent in reinforcing student/worker after every third package was complete.	
5.) Student/worker increases productivity when given periodic verbal reinforcement and token reinforcement once a week.	Having an established weekly task routine student continues to work without constant reinforcement. Student/worker keeps a daily chart and tally of work completed. Teacher has frequent discussions on concepts of piece work, salary, time schedule, time card, pay check, etc. Teacher assigns weekly tasks and reminds student/worker of the reward they will receive at weeks end. Teacher observes student/worker occasionally. Teacher sets aside a pay period at the end of one week and works with student to figure out how much he has earned.	
6.) Student/worker increases productivity when given token reinforcement according to a given long-term pay period.	Student discusses with teacher his individual work pay schedule. Student goes about assigned weekly job, keeping a tally of work completed. Student keeps a count of weekly output to see if number increases. Teacher plans with student a work-pay period and puts on chart in room. Teacher assigns jobs and observes student/worker from a distance. Teacher keeps record of weekly output to determine if student is increasing productivity. Counsels student/worker accordingly.	

PLN NO 7: Learning to Contribute to One's Financial Maintenance

PREREQUISITE SKILLS -382-

RELATED CONTENT ITEMS

Content Area 1: Why People Work

Attending Behavior
Physiologically Capable of Completing the Task
Fine and Gross Motor Coordination
Receptive Language

Completing Assignments P. 126
Daily and Weekly Tasks P. 127
To Develop and Maintain Skill in

Item No.3: Constructive Use of Time

Miscellaneous Games P. 520-523
To Develop and Maintain Participation in
Group Activities P. 566-571

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can attend to and complete a simple task while supervised.	Student will gather materials needed for window washing, do the job, and return materials with teacher giving directions. Student will mop floors and dust furniture after teacher demonstrates. Then teacher supervises student performing identical task.	Buckets, Water, Rags, Squeegee, Mop, Dust Cloth. Attendance forms Erasers, Box Cards, Old Mail Cards Variety of puzzles Record player Records Rhythm instruments Bas-Ket (table basketball game)
3.) Student can finish a simple task unsupervised.	Teacher assigns student job in building - delivering attendance slips. Student goes to office, picks up forms and delivers them and returns to class. Teacher assigns student the job of picking up erasers, cleaning them, and returning to each classroom. Student does this and reports back to teacher.	
4.) Given free time, student can choose and participate in activity in classroom setting.	Set areas in the classroom for music, puzzles, art projects, etc. and allow student to choose which area to go to. Given a variety of table games which the student is capable of playing, allow the student to choose a game and play it for an allotted time.	
5.) Student spends part of school day doing assigned work activities.	Student will be given a job of washing windows. He will then choose the time to do it. The length of time he will allocate for the job will be appropriate. Student will be given several jobs to do including cleaning tables, washing windows, sweeping floor and will allocate correct amount of time to do this.	
6.) Student allocates part of day to work activities independently.	Given a project to do (such as making book-ends), student will choose a time and place to do it and will work on the project consistently until its finished. Student does daily chores every day on his own time. Daily chores could include cleaning chalkboard, washing windows, cleaning tables and will be chosen by the student.	

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Content Area 1: Why People Work

Item No. 4: Self-Sufficiency

PREREQUISITE SKILLS

Self Help Skills

Physiologically Capable of Completing the Task
Expressive and Receptive Language
Follows Multiple Directions in Sequence

RELATED CONTENT ITEMS

Use of Public Services P. 132-133

Transports Oneself Around School & Home

P. 165-176

Skills Pertaining to One's Community

P. 177-185

Meal Cleanup P. 454-64, Shopping Skills E 434-5

EQUIPMENT & MATERIALS

SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES

DEVELOPMENTAL LEVELS

1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.

2.) Student demonstrates independence in dressing and cleaning self.

Teacher introduces area of self-help skills by using pictures of children dressing and caring for selves as a basis for discussion. Teacher periodically supplies articles used in cleaning or dressing self and demonstrates their proper use.

Student participates in acts of dressing and cleanliness as directed by teacher. Teacher checks that student is participating and gives help only when necessary.

Keeping Clean and Neat
Instructor Publications
No. 541, \$2.00

Teacher-made Helpers
Chart

3.) Student independently participates in work in the classroom.

Teacher describes chores in the classroom that need to be done on that particular day, using a helper's chart as a teaching aid. Student performs job to which he has been assigned.

Teacher observes to see that student is carrying out his assigned task correctly.

Teacher-made checklist
of household chores
appropriate to age and
ability of child.

4.) Student independently participates in activities around home.

Teacher sends home a list of possible activities or chores student can do around the home.

Parent checks off jobs which have been assigned at home and returns list to school. Teacher checks periodically with student and parent to see if student is carrying out jobs in a responsible manner.

5.) Student participates in community activities to best of ability.

Teacher familiarizes student with various community activities in which they might participate. E.g., church functions, sponsored group dances, area sporting events.

Teacher periodically checks with student and parent to see if student is participating in community activities to the best of his ability.

6.) Student exhibits self-sufficiency on the job, at home and around the community.

Student works or participates independently on the job, at home and around the community.

Teacher carries out follow-up program with student and parents giving advice or direction when necessary.

PLN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area 1: Way People Work

Item No. 5: Contributing To Society

PREREQUISITE SKILLS -384-

Expressive and Receptive Language
Job Identification

Programming in Community Responsibilities
Following Multiple Directions in Sequence

RELATED CONTENT ITEMS

Family Roles and Responsibilities P. 95-96
Specific Jobs P. 409-418

Learning to Assist in Homemaking P. 452-491

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Students are able to discuss the different types of jobs which they are able to perform around the home.	Teacher asks questions, "What jobs do you perform around the home?" "Why are these jobs we do important?" E.g., "If we don't take out garbage, what would happen?" etc.	<u>Foundations of occupational planning</u> Who Are You? What Do You Like To Do? What Is A Job? What Are Job Family? Occupation Education Filmstrips (9 filmstrips) (3 cassettes) Wastebasket, Dust rags, Cleaning supplies, Chairs, Tables, Windows, etc. Magazines, Books, Pictures
3.) Students are able to discuss the different jobs around the classroom and are able to perform them willingly.	Teacher asks question, "What can we do to keep the room clean?" Teacher should direct discussion as to what jobs they can do--empty wastebasket, sweep floors, clean up after art and family living activities, etc. Teacher simulates a situation where various things are out of order--students are able to state what is wrong and how they could correct it.	
4.) Student is able to name occupation of parent(s). What they do, and why their job is important.	Teacher sends out questionnaire to parents asking them to tell what their occupation is and explaining to them why they need this information for classroom work. Teacher procures different types of pictures, filmstrips, etc. which show the different types of jobs that their parent(s) perform. Students are to discuss the various types of jobs that their parent(s) do and why they are important.	
5.) Students are able to discuss the importance of various jobs after visiting the various job placements.	Teacher arranges field trip to local sheltered workshops where former students are employed or may be employed in the future. Discuss the field trip and the importance of various jobs they observed.	
6.) Student understands the importance of different jobs in our society (including sheltered workshops).	The students understanding of work as a contribution to society should be measured by a student's willingness and/or desire to work at a job which he is capable to perform.	

PLN NO. 7: Learning to Contribute to One's Physical Maintenance

Content Area II: Personal Habits and Skills for Work

Item No. 1: Proper Clothing for Work

PREREQUISITE SKILLS

Expressive and Receptive Language
Object Recognitions
Visual Discrimination

RELATED CONTENT ITEMS

To Develop and Maintain Skills of Dressing
Oneself P. 274-307
Specific Jobs P. 409-418
Sorting Clothes for Laundry P. 482

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student/worker can distinguish between work clothes, play clothes when teacher asks.	Having an assortment of clothing, student can differentiate those suitable for work or play. Teacher provides variety of clothing (real and pictures). Explain why certain are or are not appropriate for specific occasions. Culmination - asks student to choose proper attire for an act.	Workbook - "A Good Worker", #246008, \$2.50 Steady Job Game, Mafax, #180110, \$8.95 Primary Peabody Kit
3.) Student/worker can distinguish between clean and dirty clothes.	Having an assortment of clothing (real and pictures), student can differentiate clean and dirty. Teacher provides a variety of clean and dirty clothing (real and pictures). Teacher presents clothing one at a time and asks the student if it is clean or dirty.	Transparencies - "I Want A Job, I Will Want to Wear the Right Clothes", Mafax, #871400 \$25.00 "So Good at Work" "Neatness and Cleanliness" Mafax #870500, \$25.00
4.) Students can match uniforms with well-known occupations (policeman, mailman).	Teacher presents Peabody occupation cards to students and has them identify various workers. Teacher provides pictures of uniforms and gives job descriptions in asking for a particular uniform.	Posters of Community Helpers, Sears Catalog Intraset ETA #4483, \$2.85
5.) Student can select appropriate clothing for jobs not requiring uniforms (child care, stock boy).	Student can describe clothing to be worn for various occupations they could possibly have. Teacher can explain jobs and what clothing is or is not appropriate for these occupations.	Story Set - Community Helpers, ETA #2014 \$5.00 Learn to Earn Books, Mafax \$29.95 Personal Hygiene and Clothes, Mafax, \$2.25
6.) Student/worker wears appropriate clothing for work.	Having an assigned job, student wears appropriate clothing. Teacher checks to see if students are wearing appropriate clothing for their job.	Assortment of real clothing (including clean-dirty; work; dress-up) Magazine pictures of clothing (including work uniforms)

PLN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area II: Personal Habits and Skills for Work

Item No. 2: Maintains Good Health Routines For Work

PREREQUISITE SKILLS -386-

Expressive and Receptive Language
Object Recognition and Discrimination
Gross and Fine Motor Coordination

RELATED CONTENT ITEMS

To Develop and Maintain Skills for Maintaining Personal Cleanliness P. 308-327
Illness Prevention Habits P. 338-343
Moving Heavy Objects P. 394-395

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can identify necessary factors which influence health on the job.	Presented with pictures of a variety of situations, student can tell whether or not they will influence job performance. Ex. Person sleeping (yes) Person jumping rope (no) Teacher presents pictures one at time and discusses each. Important to stress three areas; eating, sleeping and proper clothing as affecting health and work performance.	Good Health And You 9 filmstrips with cassettes \$69.25 Eyegate 1974 TF 29 Learn To Earn Mafex Nutrition 4 filmstrips cassettes Mafex \$74.50 Food Out Cuts American Dairy Council 90th & Bluemound Milwaukee, Wisconsin Picture Sets - Keeping Clean and Healthy
3.) Student can select good eating, sleeping, and dressing habits.	Given a variety of foods child can pick out those necessary for good health. Teacher can present photographs of an apple and piece of chocolate cake and have student choose which one is "good for you." Teacher provides samples (pictures, flannel board cut-outs) in each of the three areas and discusses how they affect work routines. Teacher can present pictures of two students painting a fence, one dressed in a suit and the other in overalls and have the student point out which dressing habit is improper for the job.	Duplicating Books Health and Safety Grades 1 & 2 Educational Teaching Aids \$8.25 ea. Activity Book-Good Work Habits ETA \$.95 Book 1 Personal Hygiene Mafex \$2.25
4.) Given a hypothetical daily work schedule student can plan necessary routines for good health with assistance.	Using a daily time schedule child can paste pictures of necessary health routines in appropriate time blocks. Teacher sets up a schedule and provides two dittoes - one of chart of a day and 2 - simple pictures of health activities. Teacher can develop individual "clock charts" with students by pasting pictures of appropriate activity next to corresponding hour on clock.	Magazine pictures of food, people practicing good health routines Posters - stick people showing good and bad routines - corresponding work sheets - students must circle the good way Seat work - classifying 3 sheets - 1 marked good routines; 1 marked bad routines; 1 variety of routines - must cut out and paste on correct sheet
5.) Given a hypothetical weekly work schedule, student can plan necessary routines for good health with assistance.	Using a weekly work schedule, child can indicate (verbally or with visual aids) routines for maintaining good health. Teacher provides weekly work schedule and materials necessary to fill in, accompanying discussion stress time element, (bed time, lunch preparation, breakfast, bathing) Teacher can develop unit of cleanliness instructing students in use of soap, toothpaste, shampoo, etc. Teacher can refer to PLN #5 Learning to Keep Healthy for additional suggestions.	
6.) Student exhibits knowledge of health routines by satisfactory performance on the job.	Given a specified daily job (in school) student demonstrates practice of good health routines. Teacher checks and evaluates students using appearance, attendance and performance of assigned jobs.	

PLN NO. 7: Learning to Contribute to One's Final Maintenance

Content Area II: Personal Habits and Skills for Work

Item No. 3: Appropriate Social Behavior With Co-Workers

PREREQUISITE SKILLS

Expressive and Receptive Language
Ability to Imitate

RELATED CONTENT ITEMS

Interaction Skills P. 100-105
Works According to Time Table as a Member
of a Group Staff P. 392

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student/worker can work in small groups without disrupting	While student is in a group (having a story read to them ex.) he is able to control himself so as not to cause disruptions. Teacher sets up many small group activities - stories, games, movies and helps student learn to control his behavior. Initially, for more active students, teacher can begin by reading a story, to just her, then adding one student at a time.	<u>Understanding Values</u> 6 filmstrips & cassettes Eyegate 1974 TX 448 \$62.75 <u>Values</u> 6 filmstrips & cassettes Eyegate 74, TX 238 \$47.50 <u>Puppet Stage Educational Teaching Aids</u> #2130 \$18.95 <u>Family Group Hand Puppets</u> <u>Educational Teaching Aids</u> #2120 \$11.50 <u>Activity Book Getting Along With Others On The Job</u> Mafex \$.95 <u>Learn to Earn Mafex</u> <u>Guidance for Young People</u> 16 filmstrips & cassettes Eyegate 74 #TF 9-2 \$1.2.00 <u>The Adventures of the Lollipop Dragon</u> 6 filmstrips & cassettes SWE KL 106-SAR \$57.50 Book Social Adjustment \$2.25 Any found materials that could be set up in sorting tasks for group work. Paper awards or certificates presented to students for good social behavior.
3.) Student can attend to individual task while in a group situation	Given an individual job, student can work and complete job without interfering with others working around him. Teacher would divide students to small work groups (at tables) and assign each student an individual job.	
4.) Student can acknowledge social behaviors required of an adult in work situations	In classroom settings, child is given many chances to determine appropriate social behavior for work. Ex. pictures to choose from, examine self - other's behavior Teacher provides materials - pictures, etc. and leads discussions; to include right and wrong, even when no one is watching. Students can role play a variety of working situations, demonstrating what one should and should not do within the working environment. ex. - If job consists of collation of papers it should be done neatly.	
5.) Student can avoid compromising situations and people in work environments	In a role playing situation, students are given opportunities to react to types of people and situations which could cause trouble. Teacher will set up role playing situations and have individual students react to compromising situations and people. A discussion would follow. Ex. T demonstrate what student may do if she is bothered by co-worker.	
6.) Student exhibits conforming social behavior necessary in keeping a job	Having an assigned daily job, student demonstrates the necessary behavior required to keep the job. Teacher acts as supervisor and provides individual counseling if deemed necessary. (See PLN #2 Learning to Understand One's Self and Getting Along With Others.)	

PLN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area II: Personal Habits and Skills for Work

Item No. 4: Adjusts Performance To Meet Supervisor's Demands

PREREQUISITE SKILLS -388-

Expressive and Receptive Language
Physiologically capable of completing the task
Attend to tasks

RELATED CONTENT ITEMS

Following Simple to Multiple Directions in Sequence P. 80
Role Playing P. 105
Personal Habits and Skills for Work
P. 387-392

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student attempts to follow initial instructions	When assigned the job of sweeping stairs, the student worker attempts to satisfactorily fulfill job. Teachers assign jobs and give explicit directions for each. Teacher should explain and demonstrate what is meant by a satisfactory job. Example: Should all the steps be swept? What should be done with the dirt swept up?, etc. How much time will be allotted for the job.	Eyegate 1974 Following Directions #2451 4 film strips with cassettes \$38.00 Duplicating Book Following Directions & Set Educational Teaching Aids #D94 \$3.25 Learn to Earn Mifex Book: A Good Worker Mafex #246308 \$27.00 Set Any found materials to be used for small tasks Any jobs that could be done by students Wall charts showing different jobs - stars Any small projects with difficult and simple solutions. Allow student to work it out on his own and then step in with advice. Cardboard, hole puncher, yarn, large plastic needles.
3.) Student attempts to follow initial instructions and initial criticism of teacher	Students are taken in small groups to sweep stairs and teacher attempts to point out where improvements can be made. Role playing can be used to help students learn the spirit of constructive criticism. Teacher plans small work groups and interprets criticisms and the "working" students' reactions to them.	
4.) Student accepts correction of fellow students	Student repeats assigned job until it is done satisfactorily. Have fellow students point out where improvements can be made. If any disagreement develops students shall refer to teacher for final decision. Teacher gives students a chance to practice the job by repeatedly showing and reminding them the proper method.	
5.) Student accepts criticism and attempts to correct on his own	Student attempts to modify his performance of sweeping to match that of supervisors. Teacher provides the practice and whatever help the student/worker needs (ex. verbal, physical, visual etc.) Teacher sets up a pattern of work that is easy to follow. Teacher presents an art project to students. They punch holes in cardboard and thread yarn through. This will cause some difficulty. Teacher can suggest an easier way by using a large sized needle and encourage students to take the suggestion, noting the difference in ease of the job.	
6.) Student uses criticism to improve performance	Upon being given job of sweeping, student is able to use previous criticism to successfully carry out the job. Teacher would provide jobs (sweeping stairs) and reinforce desired performance. Teacher can set up wall chart showing various jobs and what the criteria for what constitutes completion of that job. Stars can be posted for good performance by each student.	

PLN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area II: Personal Habits and Skills Necessary for Work

Item No. 5: Plans and Begins A Task

PREREQUISITE SKILLS

Follow Multiple Directions in Sequence
Expressive and Receptive Language
Gross and Fine Motor Coordination

RELATED CONTENT ITEMS

Following Simple to Multiple Directions B 80
Completing Assignment P. 126
Daily and Weekly Tasks P. 127
Completes a Task P. 390
Seeks Help When Needed P. 391
Pre-Workshop Skills P. 399-405

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Given a specific task, the student/worker will do the task in the order given by the teacher	Student/worker is able to follow through on teacher assigned directions. Ex. putting puzzle pieces together, collating pages, anything that has a specific order. Teacher provides a variety of activities and gives directions one step at a time, waiting for student to follow. Discussions to include routines - Start one end-work to other for ex. (Example: Teacher presents primary puzzle and instructs student to "pick up piece" followed by "place piece in puzzle board" etc.)	Shapes and Colors Floor Game, Society for Visual Education K5650 \$12.50 Vertical Puzzles #J50-53 \$20.00 Educational Teaching Aid Let's Learn Sequences ETA #2218 \$4.85 Learn To Farm Mafax Pattern Board ETA #1320 \$3.90 Picture Sequence Sets ETA #3158 \$16.50 Snap Beads ETA E28 \$6.50 Play House Equipment Picture recipes for simple foods Wall Charts - With numbered steps to working on a task. Work sheet puzzles with numbers on the pieces-must cut out and paste in correct order. Paste different magazine pictures on cardboard. Line up on chalk tray. Tell student to select 3 in a given order. Student must pick them up and hand to teacher.
3.) The student/worker arranges the order in which a given or set task should be completed	When confronted with a familiar job such as bed making, student can set up the correct order for completion. Teacher will provide work tasks and supervise their execution. Teacher can present various picture sequence sets, and following demonstration have the student arrange the cards into the proper sequence.	
4.) The student/worker can identify and carry out the task with teacher direction	Utilizing the concept of work stations, student is able to recognize the task and proceed with it. Teacher sets up and explains different work stations, she then allows students certain amount of time at each. (Example: In a collation job teacher may set up various work stations such as paper stacking, collation, lining papers up, stapling, packing finished product in box, counting finished products, etc.)	
5.) With teacher guidance, the student/worker plans and independently carries out the task	Provided with worksheets matching numbers to objects, student listens to teacher's directions and proceeds on his own. Teacher provides worksheets and gives initial directions. Teacher can construct picture recipes for simple foods, following a demonstration of each step, student imitates teacher's model. Disarrange many items in classroom while students are not there. When they enter they must recognize what needs to be done to put things in order. Having any routine task established, student is able to carry it out un-assisted, over several days. Teacher helps to establish the task routine and then assigns one for each student. Teacher sets up wall charts with numbered steps to follow on a task. Students follow through to completion of task. Students can practice steps as a group.	
6.) The student/worker is able to recognize, plan and begin a task independently		

PLN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area II: Personal Skills and Habits Necessary for Work

Item No. 6: Completes a Task

PREREQUISITE SKILLS -390-

Fine and Gross Motor Coordination
Follow Multiple Directions in Sequence
Receptive Language
Visual Discrimination and Tracking
Ability to Imitate

RELATED CONTENT ITEMS

Completing Assignment P. 126
Adjust Performance to Meet Supervisor's Demands P. 388
Plans and Begins a Task P. 389
Seeks Help When Needed P. 391

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student/worker can identify materials needed for completing a task	Given the necessary parts and samples, student can identify parts of the assembled samples, following teacher's demonstration. Teacher provides parts and samples of each step. (Example: In a sweeping task student is able to identify broom, dust pan, stairs, etc.)	Structo Cubes Educational Teaching Aid (ETA) Beginner Design Tables ETA #0-23 \$2.05 Magnetic Geometric Shapes ETA #CA 187 \$19.80 Frames ETA #6031 \$9.95 Plastic Models - snap in place type Learn to Earn Mafax
3.) Given steps to a task student/worker can place in proper order	Given the task, "Sweep the stairs" and sequential pictures showing the various steps required for successful completion, student is expected to paste in proper order, following a teacher demonstration. Teacher provides task and explanation of procedure, as well as pictures showing the steps. Teacher constructs a wood tower of various sized blocks. Following teacher demonstration, student imitates identical structure.	Tool Set ETA #3622 \$61.50 Construct wood tower of various sized pieces. Work sheets - showing sequence students must cut out and paste in proper order Any school or classroom jobs put on charts Provide charts with pictures of various jobs plus all tools necessary to complete job
4.) A student/worker can go about completing a task with physical and verbal assistance	Assigned task of sweeping stairs and equipment necessary, child can follow teachers verbal directions and demonstration to efficiently complete job. Teacher should stress proper care of tools. Teacher provides whatever direction and help child needs to successfully complete task. Teacher can put pictures on cabinets where tools and equipment are stored so students will learn where things are kept.	
5.) Student/worker can independently complete a task with a minimum of verbal assistance	Student is assigned a task, can get tools, proceed with task, and put tools away with a minimum of verbal assistance - upon completion of job, student summons teacher. Teacher assigns task and follow up when child indicates task is completed.	
6.) Given a task, student/worker can independently complete task	Student is able to complete assigned tasks without supervision. Teacher assigns various tasks to be performed.	

PLN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area II: Personal Habits and Skills for Work

Item No. 7: Seeks Help When Needed

PREREQUISITE SKILLS

Expressive and Receptive Language
Ability to Imitate
Follow Multiple Directions in Sequence
Fine and Gross Motor Coordination

RELATED CONTENT ITEMS

Asks Questions P. 34
Cluttered Pathways P. 346
Broken Glass P. 355
Emergency Situations P. 375-377

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can identify person in charge	Find the Boss Game - Student given sheet with picture of each area in school, Office, Cafeteria, Maintenance - told to get initials of person in charge of each area. Teacher makes up slips for game. In explanation, teacher discusses the terms boss, supervisor with the students. (See PLN #6, Content Area II, Item No. 1 Seeking Assistance of Teacher.)	Being Safe - 6 filmstrips with cassettes Eyegate 1974 TX239 \$47.50 Activity Book, Safety and Responsibility On the Job \$.95 Learn to Earn Mafex Steady Job Game Mafex #180110 \$8.95 Pictures of people doing jobs where something is wrong - students must point out problem. Slips showing room number of various people in the building. Photographs of work areas and people in charge - office, principal-kitchen-cook etc. Used for "Find the Boss Game" Teacher sets up mock tasks where something will go wrong ex. scissors with a loose screw; pencil with broken lead etc. Teacher sets up charts showing problem and sources of help ex. cut finger matches with nurse. Teacher can provide work sheets corresponding to above charts and have student draw lines to match
3.) Student requests aid with verbal and physical assistance	In role playing - student is given a task in which a problem will occur. Student is able to stop task and go to teacher when he is confronted with the problem. Teacher sets up experiences with faulty tools, unsafe conditions (frayed wire, broken glass, etc.). Example: following a verbal cue "When we see a frayed wire we go to the boss and tell him" student carries out task.	
4.) Student can seek aid with no assistance	In role playing situation - student goes to teacher for help upon discovering faulty tools or unsafe conditions. Teacher is available for help, questions students about the problem, has them answer and then repeat.	
5.) Student can state (gesture or verbal) problem without assistance	In role playing situation - when student goes to teacher for help is able to formulate or point out the problem. Teacher is available when student comes for help, listens to his explanation and corrects it if necessary.	
6.) Student identifies source of help and seeks appropriate assistance when needed	When independently doing a task, student is able to seek assistance only when needed. Supervisor would be available for emergencies and assistance in correcting the problem.	

PLN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area II: Personal Habits and Skills for Work

Item No. 8: Works According to Time Table as a Member of a Group
Staff

PREREQUISITE SKILLS -392-

Fine and Gross Motor Coordination
Receptive and Expressive Language
Ability to Tell Time
Follow Multiple Directions in Sequence
Ability to Read and Write

RELATED CONTENT ITEMS

Daily and Weekly Tasks P. 127
Appropriate Social Behavior with Co-workers P. 387
Skills to Hold a Job P. 406-408
Learning to Tell Time P. 427-432

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student/worker responds appropriately to signal	Upon hearing a bell or signal student/worker responds by proceeding to area or activity designated by teacher. Teacher provides movement directions and attention to how students proceed. Teacher introduces the idea of a time schedule to the students.	Clock Face Educational Teaching Aid #836 12/\$1.50 Tocker Timers Educational Teaching Aid (ETA) #4681 4/\$15.50
3.) Student/worker performs independent task without supervision according to timetable	Given a specified time, student can complete job of filling pegboard with pegs before bell rings. Teacher provides set timer and initial instructions: allows student to proceed on own. Repeat until student is successful.	Giant Hourglass Type Time Demo Set ETA #4682 \$29.95 Programmed Time Set ETA #4639 \$14.95
4.) Student/worker follow daily time schedule (multiple jobs) checking in with teacher as each is completed	Student would complete pegboard in specified time, go to teacher for new job, complete chart - continue in pattern for entire day. Teacher programs each student for full day time schedule. Providing help only at completion (or start) of task - emphasizing time element in doing so.	Mechanical Timer ETA #4680 \$19.95 My Day Board ETA #8615 \$15.95 Learn to Earn Mafex Book A Good Worker Mafex #246308 \$27.00
5.) Student/worker uses time sheet - with minimum of supervision to fulfill daily work assignment	Student uses time sheet to determine length of job and kind of job for a full day and subs help when he needs it. Teacher devises time sheet using pictures or words - sheet to show job and time may interpret for student when necessary.	
6.) Student/worker can independently follow visual time sheet to accomplish assigned job	Student is able to independently follow visual time sheet - includes start time, break, lunch and variety of jobs. Teacher provides time schedule and is available in case of emergency.	

PLN NO 7: Learning to Contribute to One's Financial Maintenance
Content Area III: Job Oriented Physical Fitness

Item No. 1: Moving Heavy Objects by Lifting

PERFORMANCE SKILLS

Ability to Imitate
Gross and Fine Motor Coordination
Receptive Language
Following Multiple Directions
Weight and Measures Programming

RELATED CONTENT ITEMS
Job Oriented Physical Fitness P. 393-395
Factory Worker P. 413
Warehouse Worker P. 414
Service Station P. 415
Farm Helper P. 416
Construction Assistant P. 417

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student picks up relatively light object from floor by kneeling down, then standing up, keeping back straight.	Teacher draws student's attention to various objects in classroom, asking student which are light (objects that are easy to carry). Teacher arranges various light objects on floor and demonstrates how to pick each up. Student picks up and puts down book appropriately first, then doing this with heavier objects. Finally student picks up and puts down 8 pound medicine ball.	Medicine Balls, 8, 12, 20 pounds, College Athletic Milwaukee, WI; Milwaukee Sporting Goods, Milwaukee, WI
3.) Student picks up heavier objects from floor by kneeling down, then standing up, keeping back straight.	To create an awareness of weight, teacher has student sort objects into light and heavy categories. Teacher assists student to lift objects by placing hand under object. Objects used are: box with sand, 12 pound and finally 20 pound medicine balls. Each object is lifted a few times.	Barbells, Sears Number line Instructo Walk-On number line, No. 1115, 0-10 Lunch trays Box of books Masking tape on floor Chalk line Equipment- A. V.
4.) Student picks up heavy object without assistance.	Teacher will put numerous lunch trays on floor; student will collect and lift all together by self. Student will lift a 12 pound medicine ball from floor to waist and put it back to the floor a few times. Student will lift 20 pound barbell from floor to waist and back to floor a few times.	
5.) Student picks up heavy object and walks on a line.	To create an awareness of direction, teacher will have student walk a 2" line taped to floor carrying a box of books weighing 20 pounds. Teacher will have student, carrying box of books weighing 20 pounds, walk 2" taped line going up and down stairs.	
6.) Student lifts and transports heavy object to designated area.	Student carries audio-visual equipment to designated room, stops to rest on the way, picks item up again, and delivers it to room. To reinforce following of multiple-directions, teacher sends student to assigned room to pick up filmstrip projector and to deliver it to designated area.	

PLN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area III: Job Oriented Physical Fitness

Item No. 2: Moving Heavy Objects by Pushing

PREREQUISITE SKILLS -394-

Physiologically Capable of Completing the Task
Receptive Language
Gross and Fine Motor Coordination
Ability to Imitate

RELATED CONTENT ITEMS

Job Oriented Physical Fitness P. 393-396
Factory Worker P. 413
Warehouse Worker P. 414
Service Station P. 415
Farm Helper P. 416
Construction Assistant P. 417

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student pushes relatively light object on floor by self.	To demonstrate "how to push an object", teacher has student push a wheeled chair a short distance. To reinforce pushing an object, teacher has student push wheeled chairs from one end of room to other. Student pushes spot trainer from one end of room to the other racing against classmates.	Chairs Spot Trainer, Porta-Pit Co. Push-cart Masking tape Books
3.) Student pushes heavy object on floor with assistance.	To create an awareness of weight, teacher has more than one student push a loaded push-cart to other side of room, after one student has tried by himself. Student pushes fully loaded cart with teacher assisting by guiding cart.	
4.) Student pushes heavy object without assistance.	Student shows ability to push loaded push-cart, etc. by self. Students may take turns pushing each other in wheeled "vehicles", e.g., supermarket push-carts.	
5.) Student pushes heavy object following a line.	To create an awareness of direction, the teacher will have student push loaded cart across room following masking tape line on floor, picking up books on floor.	
6.) Student pushes a heavy object to a designated area.	Teacher has student push desks, chairs, tables to assigned areas in the room. Student pushes loaded cart around objects and through doorways to a designated area. Students may play "Taxi" or "Buses", pushing each other in turn on carts between designated places. More "passengers" can be picked up on the way until vehicle is overloaded. "Patrolman" may stop cabbie for overloading.	

PLN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area III: Job Oriented Physical Fitness

Item No. 3: Moving Heavy Objects by Pulling

PREREQUISITE SKILLS

Physiologically Capable of Completing the Task
Receptive Language
Ability to Imitate
Following Multiple Directions in Sequence

RELATED CONTENT ITEMS

Job Oriented Physical Fitness P. 393-396
Factory Worker P. 413
Warehouse Worker P. 414
Service Station P. 415
Farm Helper P. 416
Construction Assistant P. 417

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student pulls relatively light object (chair) by self.	To demonstrate how to pull an object, teacher has student pull a wheel chair a short distance. Student pulls chair from one end of room to another. Student pulls spot-trainer from one end of room to another racing against classmates.	Spot-Trainer, Porta-Pit Co. Push-cart
3.) Student pulls heavy object with assistance.	Student pulls loaded cart from one end of room to another by himself, then with help. Student pulls fully loaded cart with teacher assisting by guiding the cart and pulling when student has trouble.	
4.) Student pulls heavy object without assistance.	Student shows ability to pull loaded push carts, etc. by self. Students have turns pulling each other in carts, e.g., supermarket push-cart.	
5.) Student pulls heavy object following a line.	Student pulls spot trainer across room following tape line on floor. Student pulls heavy cart across room following tape line.	
6.) Student pulls heavy object to designated area.	Student pulls chairs and tables to assigned areas in the room. Student pulls loaded cart around objects and through doorways to a designated area. Students may play "cabbie" game as in Item #2. Students practice cooperative effort in pushing and pulling together.	

PLAN NO 1: Learning to Contribute to One's Financial Maintenance

Content Area III: Job Oriented Physical Fitness

Item No. 4: Full Work Day Endurance

PREREQUISITE SKILLS -394-

Gross and Fine Motor Coordination
Physical Stamina
Receptive and Expressive Language

RELATED CONTENT ITEMS

Rest Periods P. 339
Job Oriented Physical Fitness P. 393-395
Work Hours P. 406

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will be able to run short distances (50 yards) without tiring.	To create an awareness of distance, student will run 50 yards from point a to b. Student will race 50 yards against classmates. To reinforce short distant running, teacher will plan relay races with class.	Marked off area
3.) Student will be able to run longer distances (300 yards) without excessive tiring.	Student will run 300 yards without stopping. Student will race against classmates 300 yards.	
4.) Student will be able to attend a full active school day in classroom without tiring.	Student will attend full school day with no naps. Student will attend full school day with a short extra activity added each 1/2 hour (e.g., running in place one minute).	
5.) Student will be able to work on 1/2 day maintenance job without tiring.	Student will work on maintenance job 1/2 day and attend school the other 1/2 day without tiring. Student will work on maintenance job 1/2 day and attend school the other 1/2 day with exercises every 1/2 hour during the school half.	
6.) Student will be able to work an 8-hour day without tiring.	Student will work on full-time maintenance job in school without tiring. Student will work on sheltered work shop job without tiring for a full day. Student will work on paying job without tiring for a full day.	

PLN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area III: Job Oriented Physical Fitness

Item No. 5: Fine Muscle Control for Sorting Small Objects

PREREQUISITE SKILLS

Gross and Fine Motor Coordination

Visual Discrimination

Receptive Language

Manual Dexterity

Ability to Imitate

RELATED CONTENT ITEMS

Sort Visual Images into Appropriate Groups

P. 9

Sorting by Color Discrimination P. 399

Fine Muscle Control for Assembling

Small Objects P. 398

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration, student will be able to place large pegs in pegboard.	To develop eye-hand coordination, teacher guides student's hand, with peg in it, to hole in pegboard, and permits student to randomly place remaining large pegs in holes. Teacher has student place same-colored pegs in each row.	Rubber-peg board, Playschool, Milton Bradley No. 7615 Plastic pegboard and 100 pegs (8" x 6") Developmental Programs for early Learning Catalog 82-170 Pegboard with 200 pegs 82-175 Pattern cards for T. R. pegboard 99-114 10 x 10 pegboard pattern paper
3.) Student will be able to place small pegs in pegboard.	Teacher will have student place pegs in pegboard in alternating rows forming a line. Teacher then has student insert same colored pegs in alternating holes. "Chinese Checkers" board and pegs may be used for this purpose.	Pegs, pegboard, design box, wooden pegs, DLM Milton Bradley, No. 7616 Plastic Counters
4.) Student will place pegs in pegboard following a pattern.	To reinforce imitation, the student matches color-coded dotted pattern on DLM pegboard cards. To guide the student to imitate, the teacher has a pre-arranged pegboard model that the student is to copy.	Milton Bradley, Cubical counting blocks
5.) Student will be able to sort small objects with physical guidance.	To distinguish differences, after teacher demonstration, teacher helps students sort tokens in tray sections according to color. To reinforce awareness of differences, after teacher demonstration, teacher helps students sort tokens according to size.	Milton Bradley, Teddy bear counters coins - money Blocks of different shapes
6.) Student will be able to sort small objects.	To create an awareness of related objects, student sorts coin money into trays - noting color and size. To reinforce awareness of differences, student sorts blocks according to shape. Teacher may wish to check student's speed by giving him containers of same size to fill up and may reinforce student for amount of work done.	

PLN NO. 7: Learning to Contribute to One's Financial Maintenance

Content Area III: Job Oriented Physical Fitness

Item No. 6: Fine Muscle Control for Assembling Small Objects

PREREQUISITE SKILLS -398-
Gross and Fine Motor Coordination
Ability to Imitate
Receptive Language
Visual Discrimination
Color Discrimination

RELATED CONTENT ITEMS
Fine Muscle Control for Sorting Small
Objects P. 397
Assembling P. 402

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will be able to place large beads on a string with teacher's physical guidance.	To develop eye/hand coordination, teacher has student use wooden threader. Teacher guides student's hands to place large beads on thick string.	<u>Ideal</u> 1" wooden beads, No. 3638 500 assorted forms, 6 colors 1/4" plastic beads, 6 colors #3640, Laces #3631 - 36" Fig. 12 <u>Child Craft</u> Threading Block, 3M, 163 395 Developmental Programs for Early Learning Catalog Colored beads, cube and round Pattern cards for colored beads Playakool No. 702, Jumbo Beads Nuts and bolts, screw- driver, Screw, Screw- board - wood 3-4 piece puzzle, Play- school #155, \$2.30 each fountain pens flashlight
3.) Student will be able to place small beads on a string with teacher's physical guidance.	Student places small beads of same color on string. Student places beads of same shape on string, regardless of color, with teacher's help.	
4.) Student will string beads following a pattern.	Student will imitate string of beads teacher has string--first according to color, size and then shape. Student will copy bead pattern on playschool cards.	
5.) Student will be able to assemble small objects with supervision.	To reinforce ability to assemble parts, teacher aids student in putting three to four piece puzzle together. To create a feeling of completeness, student will assemble and disassemble a nut and bolt with help of teacher.	
6.) Student will be able to assemble small objects.	To develop a sense of start and finish, student will assemble and disassemble a nut and bolt by self. To reinforce ability to begin and complete object, student can put together and take apart simple items, e. g., fountain pens, flashlight.	

PLAN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area IV: Pre-Workshop Skills

Item No. 1: Sorting by Color Discrimination

PREREQUISITE SKILLS

Visual discrimination
Fine motor coordination
Color discrimination

RELATED CONTENT ITEMS

Sort Visual Images into Appropriate Groups P. 9
Identifies Nine Basic Colors P. 35
Identifies Colors as Alike or Different P. 36
Fine Muscle Control for Sorting P. 398

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can distinguish between objects that match or don't match.	To create an awareness of things that are alike or different, teacher can display three color chips and the student will point to those that match. Teacher will expose students to terms--match, not match by using each in repeated discussions and showing samples.	Peabody plastic color chips Counting Sticks, ABC School, \$6.95 One Inch Colored Cubes, ABC School Catalog, Set of 100, \$6.00
3.) Student can pick an object that matches presented object.	To reinforce student's ability to distinguish like and different objects, teacher can hold up one color chip next to a pile of chips of different colors and the student will find the one that matches. Teacher will expose students to terms--same and different by using each in discussions and give examples.	Geometric Shapes, ABC School Catalog Flannel Board Primary Output Any duplicating workbooks on visual discrimination
4.) Student can pick from a pile, all objects that match presented objects.	To reinforce student's ability to distinguish like and different objects, teacher can hold up one color chip next to a pile of chips of different colors and the student would find all the chips that match. Teacher explains terms--sort or sorting, by use in discussions and demonstrations.	Sorting Box, Educational Teaching Aids, \$19.95 Found objects in the classroom which could be assembled by teacher; e.g., nails, screws, silverware, wooden pegs, different colors of construction paper cut in a variety of shapes & sizes, crayons, plastic beads
5.) Student can sort out all matching objects independently from a pile of assorted objects.	Having color chips set in front of him, student sorts out all of one color without assistance. Teacher has color chips set up, selects one color and tells student to begin sorting.	Use 2" squares of white construction paper. Stamp letters or animal pictures on paper--about 10 each. Have student sort these.
6.) Student can independently sort matching objects from a large mixed pile into separate piles.	Having color chips set in front of him, student can sort all the color chips into piles of the same color. Teacher has color chips set up and tells the student to sort all the color chips.	

PLN NO. 7: Learning to Contribute to One's Financial Maintenance

Content Area IV: Pre-Workshop Skills

Item No. 2: Stacking

PREREQUISITE SKILLS -400-

Visual Discrimination

Gross and Fine Motor Coordination

Receptive Language

Eye-Hand Coordination

RELATED CONTENT ITEMS

Cluttered Pathways P. 346

Clearing Table of Dishes P. 454

Cleaning and Arranging Storage Space P. 479

Folding Clothes P. 488-491

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can put two like objects in a stack with teacher's assistance.	Given two blocks, student can place one on top of other, following teacher's demonstration. Teacher can also provide student with books and demonstrate proper stacking technique.	1-5 Board Block, Educational Teaching Aid (b...), \$7.40 Interlocking Cylindrical Units, ETA #122D, \$8.15 The Pre-Math Block Set, ETA #4976, \$18.00 Size and Sensing Kit, ETA #4388, \$19.75 Hollow Ply Building Blocks, ETA #8333, \$58.40 Stacking Materials, ETA #8040, \$2.95
3.) Student can stack many like-multiple, like-sized objects with verbal assistance only.	Having a pile of blocks, student can place one on top of the other, following teacher's signal to begin stacking. Teacher will provide groups of same-sized objects for students to practice with (blocks, books, newspapers, etc.).	Various sets of wood, many like size and many of varying size and shape Various sizes of books, newspapers and magazines
4.) Student can stack objects of different size.	Having several objects of different size, student can stack them properly following teacher's demonstration. Teacher presents student with a variety of books and magazines. Following teacher's signal, student stacks the materials. Teacher can also present various sized wood blocks and have student follow identical procedure.	Various sizes of wood, many like size and many of varying size and shape Various sizes of books, newspapers and magazines
5.) Student can tell teacher, when asked, when to begin a new stack.	Given several examples of various size stacks, student can determine which are too tall. Set up stacks of objects which are too tall--give hints about why too tall (bump into etc.). Have student indicate when to start new one. Initially, teacher can have student stacking on floor adjacent to a wall. Tape can be placed on the wall indicating how high the stack should be.	Various sizes and shapes of chi board--student must select those the same and stack them. Materials such as milk cans, spoons, small cans, anything that can be stacked
6.) Student can independently stack objects so that result is stable.	Given a pile of objects student can, on his own, stack them. Teacher can instruct student to make three stacks, each with two blocks to see how well they can follow instructions.	Picture charts showing object stacked so that the larger one is at the bottom Work sheets showing proper and improper way of stacking--must circle the correct way

PLN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area IV: Pre-Workshop Skills

Item No. 3: Folding

PREREQUISITE SKILLS

Gross and Fine Motor Coordination

Imitative Behavior

Visual Discrimination

Receptive Language

RELATED CONTENT ITEMS

Laundry P. 410

Folding Clothes P. 488-491

Cut Designs Using Folded Paper P. 592

Tile Dying P. 604

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can fold one time (1) following teacher demonstration.	Following a teacher demonstration of the task and verbal cue, "Fold", student is given a piece of paper and folds it anywhere making a crease.	Classroom Papercraft Projects and Patterns, Educational Teaching Aids, \$1.50
3.) Student can demonstrate folding a one fold (1) with corners even.	Following a teacher demonstration of the task and verbal cue "Fold", student folds a sheet of paper in half with corners even. Teacher can mark matching corners with identical colors having student "Bring the red corners or bring the blue corners together".	Origami Sets Any types of prepackaged paper Towels, Dish cloths, Clothing, Muslin or any material Variety of paper and material for practicing folding
4.) Student can copy teachers example of multiple folding so result is smooth and even with physical assistance.	Having a step-by-step example, student attempts to imitate process of multiple folding so finished product is smooth and even. Teacher will demonstrate multi folding, letting students copy each fold. Teacher asks students to check if their folds are even and smooth.	Large samples pasted on charts showing steps of single to multiple folding Work sheets with dotted lines numbered to show sequence of folding
5.) Student can fold an object so it matches with verbal assistance only.	Student/worker practices multi folding, following verbal directions of teacher - first step by step - and then by having complete direction given at start. Teacher starts by giving directions step by step and waiting for student to complete each. Then give practice by giving complete direction at start.	Work sheet with lines drawn to represent corner. Must take opposite corner and match to lines. 
6.) Student can fold a flat object to a size suitable for easy handling.	Given a flat object (paper, material); student practices neatly folding it. Teacher provides objects to be folded and supervision of act.	

PLN NO 7. Learning to Contribute to One's Financial Maintenance

Content Area IV: Pre-Workshop Skills

Item No. 4: Assembling

PREREQUISITE SKILLS -402-

Fine and Gross Motor Coordination

Receptive Language

Follow Multiple Directions in Sequence

Ability to Imitate

RELATED CONTENT ITEMS

Following Simple to Multiple Directions in Sequence P. 80

Proper Use of Hammer P. 260

Factory Worker P. 413

Warehouse Worker P. 414

Service Station P. 415

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can identify objects that make up assembly task.	Student can name parts of objects to be assembled, e.g., model car--wheels, fenders, body, etc. Teacher presents parts and asks students to name them. Use term assembly in discussion. Teacher can request that student point out various parts of objects to be assembled (e.g., "Point to wheels", etc.).	How Things Are Made, 61/a with cassettes, Eyegate 1974 TX 315, \$52.50 Geo. Street Math. Model Construction Outfit, Educational Teaching Aid (ETA)#128H, \$10.45 Wooden Tool Working Kit ETA #Y17, \$4.80 Various sizes of nuts, bolts & washers Geometric Shapes, Society of Visual Education (SUE) #5653, \$30.00 Diorama Series-Position, ETA #4853, \$15.95 Diagrams showing proper sequence in assembling any simple object Work sheet with design of various shapes & colors. Cut out pieces and paste in order given on chart 1. red 2. yellow Cans of various sizes that can be assembled to fit inside each other 1" rings cut from tag board which fit around each other to make complete circle
3.) Student can assemble objects piece by piece with physical and verbal assistance.	Given step by step directions, student can assemble an object, such as a puzzle. Teacher provides object to be assembled and gives physical assistance if necessary. Teacher should present simple snap together models which can be taken apart to be used again. Various sized nuts, bolts and washers can be given to the students for them to assemble.	
4.) Student can assemble a multiple piece object with verbal assistance only.	Given pieces of wooden puzzle, student is able to assemble the puzzle, following verbal directions, e.g., "pick up the small red piece and put it in the corner". Initially to provide practice in following verbal directions, teacher can have student stack up various colored blocks, e.g., "Put the red block on the blue block".	
5.) Student can place parts in proper sequence necessary for correct assembly.	Given all parts, student can plan in necessary order for assembly. For the students that cannot read, teacher can provide assembly directions in a pictorial form to aid the student.	
6.) Student can assemble a multiple piece object from a model with no additional assistance.	Provided with a sample of four pieces of wood pounded together, student can make one to match. Teacher provides one assembled object and the parts for another.	

PLN NO. 1: Learning to Contribute to One's Financial Maintenance

Content Area IV: Pre-Workshop Skills

Item No. 5: Packaging

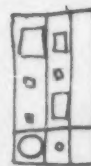
PREREQUISITE SKILLS

Physiologically Capable of Completing Task
Gross and Fine Motor Coordination
Receptive Language
Ability to Imitate

RELATED CONTENT ITEMS

Post Office P. 132
Stacking P. 400
Warehouse Worker P. 414

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can select proper size box for object, place object in box, using stuffing if necessary.	Having a selection of various size boxes, student is able to practice selecting the box closest in size to place object in and determine whether or not additional stuffing is required. Teacher provides objects and boxes for packaging. Discussion on what box to be used and use of stuffing for protection should take place. Teacher should introduce the term packaging to the students. Teacher may also want to present a variety of containers with plastic covers for students to practice putting on.	1-10 Stair, 120 4A ETA, \$2.75 White Square Plastic Containers, ETA #6415, \$4.25 Deluxe Square Plastic Jars, ETA #6410, \$6.00 Plastic Inset Board, ETA #4110, \$2.62 Size and Sensing Kit, ETA #4388, \$19.75 Double Deck Pegboards, ETA #10250, \$21.95 Sewing Boards, ETA #681, \$5.40 Items in classroom and variety of boxes (cigar, shoe, dress, etc.). Student must fit things into it. Cut and staple tagboard to make boxes of various sizes. Students must put spools of various sizes into correct box. Worksheet with circles and squares of various shapes. Must circle the two that fit each other.
3.) Student can wrap box using tape to secure with physical assistance.	Given a small box on paper, student is able to practice wrapping it following teacher's direction. Teacher provides supplies and group experience in wrapping. Directions such as "place box in center of paper", "fold paper over box", "secure with tape", etc. Stress neatness. Teacher can present work sheets with lines drawn across them. Student can practice laying tape directly on the line.	
4.) Student can wrap box using tape to secure with verbal assistance.	Given a box and the directions to wrap it, student is able to do so, using tape to fasten it. Teacher provides materials and verbal directions to initiate act.	
5.) Student can wrap box independently using tape. Can tie string with assistance.	Using box student has wrapped, student practices using string to tie. Teacher provides materials and individual help with use of string. The terms "knot", "measure", "bow" should be introduced. Teacher presents a board with four holes or slots in the middle of each side. Heavy string is put through these and students practice tying.	
6.) Student can independently package an item, using proper box stuffing, tape and string.	Given direction, "Wrap this", student has ability to sequentially cover, tape and tie an object. Teachers provide all equipment and materials.	



PLN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area IV: Pre-Workshop Skills

Item No. 6: Collating

PREREQUISITE SKILLS -404-

Visual Discrimination
Fine and Gross Motor Coordination
Receptive Language
Ability to Imitate
Attend to Task

RELATED CONTENT ITEMS
Sorting by Color Discrimination P. 399
Stacking P. 400
Shapling P. 405

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can distinguish between like and unlike printed pages when asked.	Given three papers--two alike and one different, student can pick two which are alike. Teacher provides printed pages of various prints and pictures, discuss different distinguishing marks on each and having student pick which one is different. Teacher should introduce the term "Collate" to the students. Teacher can provide work sheets with two like objects and one different. Students circle the ones that are alike.	Design Rubber Stamps, Educational Teaching Aid (ETA) #6954, \$16.00 Alphabetical Poster Cards, ETA, #6112, \$3.50 Letters of alphabet on individual note cards Work sheets with two like objects and one different Cut pages from old coloring book which has numbers on it. Student must collate in proper order. Chart showing order of pages according to color 9 x 12 newsprint with large numbers on it Stacks of different colored paper
3.) Student can set up stacks of sheets in proper order with teacher assistance.	When given directions, student can place stacks in proper order for assembling. Introduce terms "Pamphlet", "Brochures", "Booklets". Provide students with papers to be assembled and directions to assist in setting up.	
4.) Student can set papers in order.	Student practices setting up papers so they will be in order. Takes into account concept of easiest and fewest movements. Teacher provides materials and samples of material set up for good and bad methods (e.g., out of reach). Teacher sets up chart showing order of pages according to color. Stacks of different colored paper are presented to student. Student refers to chart and sets the stacks in proper order.	
5.) Student can pick one paper from each pile and place in new pile with supervision.	Having set up materials in proper order, student is directed to pick one from each and put in new pile face downward. Teacher provides materials and directs supervision of each step stressing not missing any or taking too many from one. For students that know the alphabet: Teacher puts letters of alphabet on individual note cards, and puts in separate stacks along table edge for students to collate. This can also be done with numbers in place of the letters.	
6.) Student can collate papers independently.	Having only verbal command to start activity, student can collate papers. Teacher provides materials and supervision of each step--order, ease, fasten together, make new pile.	

PLAN NO. 7: Learning to Contribute to One's Financial Maintenance

Content Area IV: Pre-Workshop Skills

Item No. 7: Stapling

PREREQUISITE SKILLS

Receptive and Expressive Language
Gross and Fine Motor Coordination
Ability to Imitate
Attend to Task
Visual Acuity

RELATED CONTENT ITEMS

Stacking P. 400
Collating P. 404

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can identify staples and stapler.	Given several objects to choose from, student can pick out and identify the stapler and staples. Teacher set up experiences (games possible to identify). Use questions or statements such as: "What is this?", "Find the _____", "Where is the _____?"	Staplers of various types Supply of staples Various thicknesses of paper to staple Work sheets with line drawn around entire edge Work sheets with X's marked around edge Chart showing picture of stapler and staples Chart showing how to load a stapler
3.) Student can load stapler, following teacher demonstration.	Having observed that stapler is empty, student practices locating, opening, filling and closing stapler. Teacher provides students with different models of staplers when possible and demonstrates proper loading techniques.	
4.) Student can staple two pieces of paper with physical assistance.	Teacher provides the paper and filled stapler, demonstrates the correct method and gives students a chance. Students take papers, lines them up properly, and proceeds to staple in the proper corner. Teacher can provide worksheets with a line across an entire edge and have student staple anywhere along this line.	
5.) Student can staple multiple papers together with supervision.	Students practice with stapler on more than two papers, observe the needed force and where there are too many papers to staple. Teacher provides materials and demonstration of proper use of staples. Teacher can provide work sheets with X's marked around edge; student must staple on this mark only.	
6.) Student can independently use staples.	Having need to fasten sheets together, student can take all necessary steps to accomplish this--loading stapler, piling of papers and correct force of pushing. Teacher gives opportunity for each to use stapler.	

PLN NO. 7: Learning to Contribute to One's Financial Maintenance

Content Area V: Skills to Hold a Job

Item No. 1: Uses Time Clock

PREREQUISITE SKILLS -406-

Writing Skills

Receptive and Expressive Language

Reading Skills

Eye-Hand Coordination

Imitative Skills

RELATED CONTENT ITEMS

Writes Name P. 44

Sight Vocabulary: Own Name P. 64

Role Playing P. 105

Work Hours P. 408

Learning to Tell Time P. 427-432

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) On teacher-made time cards, the student fills out name and social security number.	Student writes name on blackboard on line marked: Name _____ and S. S. # on line marked S. S. # _____. Student writes name and social security number on corresponding lines on sample form: Name _____ S. S. # _____ (See PLN #1 Learning to Communicate Ideas, Content Area VI Functional Writing Skills.)	Sample time clock Forms Blackboard Chalk Milk cartons Paper to cover cartons Felt pen 2 x 4 cards Time clock Time cards
3.) The student identifies the proper place to store time cards when punching in or out.	Student sorts letter cards into boxes with corresponding letters marked on outside of box. Student repeats above - using his name and names of fellow classmates. Then he removes the same. Student finds time card with his name on it, removes it from "out" slot and places it in "in" slot and then, reverses process.	
4.) The student is able to punch in or out correctly.	The student takes card out of "out" slot, places it in time clock in correct position, presses lever if necessary, removes card and places card in "in" slot. Reverse above process.	
5.) With teacher supervision, the student fills out time card, punches in and out, and stores card in the appropriate place.	Student will role play job situation and will follow teacher's directions while he is punching in and out. Student will follow teacher's directions while punching in and out of class.	
6.) Independently, the student fills out time card, punches in and out, and stores card in appropriate place.	Student punches in and out of class. Student punches in and out of sheltered job. Student punches in and out of his specific job.	

PLAN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area V: Skills to Hold a Job

Item No. 2: Wages

PREREQUISITE SKILLS

Expressive and Receptive Language
Gross and Fine Motor Coordination
Paper and Coin Money Identification
Object Recognition and Discrimination
Visual Discrimination

RELATED CONTENT ITEMS

Financial Reward P. 381
Work Hours P. 408
Using Money P. 419-426

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student is able to list jobs that pay wages.	Teacher presents posters illustrating various paying jobs. Student takes actual equipment or various pictures of job equipment and matches them to the corresponding poster. Student role plays various jobs that pay wages by donning uniform or holding job related equipment. Other students must guess what the wage paying job is.	Job posters (teacher-made) Films trips - "Work for \$" and "I Volunteer" Tagboard Magic markers Play money Tagboard Felt tip pen Felt board Felt paper Pictures of specific jobs Sample jobs Educational Projection Corp., Set CE-29 Films trip title 2016-A The First Pay-check 2017-A How To Handle Your Money
3.) The student will be able to list jobs that are non-paying and paying jobs.	Student will view filmstrips showing several jobs that pay wages and other jobs that do not pay wages. These various jobs will be discussed and teacher made pictures of each will be presented and categorized accordingly by the student.	
4.) The student will be able to compare non-paying and paying jobs.	Student will role play various jobs, getting paid with play money by another student if it is a paying job. Student picks card from teacher made game, depicting a job. Student states whether job is paying or non-paying.	
5.) The student will be able to compare piece work to hourly or daily pay.	Student sorts as many nuts and bolts as he can, into corresponding trays. Student races against clock or fellow students for reward. Workshop set up where student is paid by the ounce to sort small items (Subcontract work may be available by community businesses). The student will then do the same job with hourly pay and compare paychecks.	
6.) The student will be able to identify the amount of money paid for his specific job.	Student matches felt card with amount for specific job on felt board under corresponding job picture. Student locates amount, paid for his work, on a check and verbalizes it.	

PLN NO. 7: Learning to Contribute to One's Financial Maintenance

Content Area V: Skills to Hold a Job

Item No. 3: Work Hours

PREREQUISITE SKILLS -408-

Receptive and Expressive Language

Math Skills

Numerical Recognition

Imitative Skills

Gross and Fine Motor Coordination

RELATED CONTENT ITEMS

Functional Computational Skills P. 52-62

Uses Time Clock P. 406

Learning to Tell Time P. 427-432

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will be able to identify work hours (starting and finishing time).	With use of paper plate clock which each student made, teacher will show students a card with a starting and a finishing time on them. Teacher will state the time as example: seven o'clock in the morning or 2 o'clock in the afternoon. Clock is presented to the student. Teacher requests that student set the clock to the starting time or finishing time of work.	Timer Alarm clock Teacher-made time cards Flash cards Picture cards Magazines
3.) The student will be able to identify the appropriate length of break time (recess) and lunch hour.	Working on time concepts, teacher shows with use of play clock the minute hand - and shows the amount of space the hand moves for a break or recess - and then how much it would move for a lunch hour. Students then come up and teacher asks them to show her how many minutes they may have for lunch or break. Teacher leaves students go out for recess or go to lunch. They must return at the assigned time without use of bells, etc.	
4.) The student will be able to move to designated area at the proper time.	Teacher will explain that some places of employment will have bells to signal the worker to stop, start, take a break, and return to work. Teacher can start each class by ringing a bell - set alarm clock for start and stop of breaktime - and at the end of class. Student should respond appropriately to these time changes. (Rewards or tokens may be given for correct time starting and stopping, etc.).	
5.) With supervision, student will be able to perform the appropriate activities for a situation (e.g., lunch, recess, work, break).	With use of pictures of people performing various activities - teacher and students decide what things they can do during lunch hour. Realizing that time element for each is different - and also the fact that various jobs do not always have things such as televisions, stoves, bikes, etc.	
6.) The student will be able to work an appropriate work day (e.g., starting time, finishing time, breaks and lunch hour, etc.).	Student is placed in a job situation in the school; he is given a starting time, break, lunch and finishing time. He is aware of these times and job and goes about performing it correctly.	

PLN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area VI: Specific Jobs

Item No. 1: Maintenance

PREREQUISITE SKILLS

Fine and Gross Motor Coordination
Visual Discrimination and Acuity
Receptive Language
Ability to Imitate
Receptive Language

RELATED CONTENT ITEMS

Personal Habits & Skills for Work P. 385-392
Garbage and Trash Disposal P. 457
Sweeping Floor P. 463
Household Skills P. 471-476

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student/worker can identify various maintenance jobs	Student answers teacher's question "What are some things that must be cleaned at home, school, classroom?" Shown a dirty area (a room) student/worker is able to tell all things that are wrong - (dirty windows, floor, sink etc.)	Peabody Cards Teacher made transparencies Broom Mop (wet, dry) Pails Rags Window.. Squeegees Dust cloths Soap Scouring powder Carpet sweeper Vacuum Waste receptacle Buffing machine Scrub, wax, and stripping pads Wringing Bucket Ammonia Window Sprays
3.) Student/worker can identify tools by name	Teacher introduces various tools for maintenance (mop, rags, soap, etc.), has students repeat names of each tool. Teacher places three tools on table and requests that student touch one of the tools named. Teacher places three objects or tools on table - then removes one - then asks "what object is missing?"	
4.) Student/worker can select the correct tools to do a specific job	Teacher shows students pictures of tools and jobs - student must match correct tools to correct job. With a number of various tools on table - teacher asks student/worker "what tool do you use to sweep floor? etc.	
5.) Student/worker can choose tools, complete jobs and put tools away with assistance	Teacher designates area to be cleaned. Teacher demonstrates the task. Teacher tells student/worker to sweep the floor. Student/worker goes and gets proper tools and sweeps floor. Student puts away tools with teacher guidance.	
6.) Student/worker can choose tools - complete a job and put away tools independently	Teacher designates area to be cleaned. Student/worker independently chooses proper tools, completes job and puts them away independently. Teacher should rotate maintenance jobs in the class. Teacher can assign more than one student on a task to aid in supervision of the task.	

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PLN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area VI: Specific Jobs

Item No. 2: Laundry

PREREQUISITE SKILLS -410-

Fine and Gross Motor Coordination
Visual Discrimination and Acuity
Color Discrimination
Ability to Imitate
Receptive Language

RELATED CONTENT ITEMS

Personal Habits and Skills for Work P. 385-392
Sorting by Color Discrimination P. 399
Measuring P. 441
Laundry and Ironing Skills P. 482-491

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student/worker can match similar clothing items	Given - a pillowcase, sheet, or shirt - student can find another pillowcase, sheet, or shirt. Given a picture of a made up bed student/worker can find the needed pieces of linen to make a bed. (See PLN #8, Content Area VII Laundry and Iron Skills.)	Pillow Cases Sheets Mattress Pad Pillows Blankets Bedspreads Post-oly - picture cards Pieces of Clothing
3.) Student/worker can sort items by color	Following a teacher demonstration of the task, teacher presents an assortment of colored and white laundry. After teacher's instruction student separates into two piles. For more advanced students teacher may wish to introduce the additional division for permanent press clothing. (See PLN #7, Content Area IV, Item #1 Sorting By Color Discrimination.)	
4.) Student/worker can fold items neatly	Given a piece of paper student/worker can fold in half, quarters, and eighths. Given a towel or sheet a student/worker can fold as directed. For additional information teacher can refer to content Area 4 Item #3 - Folding.	
5.) Student/worker can sort, fold and stack items with physical assistance	Given construction paper of assorted sizes, colors - a student can fold as directed and place on a pile with assistance. Given laundry of different sizes and colors, student can fold as directed and place on a pile with assistance.	
6.) Student/worker can sort, fold and stack items independently	Teacher places clean laundry on table. Student goes about folding, sorting and stacking the clothing independently	

PLN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area VI: Specific Jobs

Item No. 3: Kitchen Dishwasher

PREREQUISITE SKILLS

Gross and Fine Motor Coordination
Visual Discrimination and Acuity
Ability to Imitate
Receptive Language

RELATED CONTENT ITEMS

Personal Habits and Skills for Work P. 385-392
Stacking P. 400
Scraping Dishes, Pots and Pans P. 456
Washing Dishes (Manual) P. 459
Drying Dishes P. 460
Electrical Outlets P. 354

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student/worker can prepare dishes and pots for scraping with supervision	Student workers will scrape, wash, and rinse the dishes after eating a weekly meal (prepared by teacher) in the classroom. With supervision student/worker could assist in school kitchen with preparation of pots and pans for washing. (See PLN #8, Content Area IV Meal Cleanup.)	Pots Pans Dishes Silverware Food Napkins Staples Tablecloths School Kitchen Automatic dishwasher Dish Towels Dish Cloths Soap Light switch Flash cards
3.) Student/worker can prepare dishes and pots for washing, without supervision	Students are given a set amount of dishes to rinse, wash, and scrape. (This should be done after the weekly meal which should be incorporated in the curriculum). Student/worker goes to school kitchen and helps in the preparation of pots and pans for washing.	
4.) Student/worker can load dishwasher, turn on, turn off and remove dishes with supervision	Using flash cards with the words on and off, student responds appropriately with use of light switch (or water faucet). Student/worker assists with operation of dishwasher in school kitchen. Teacher may also have the student verbally label the flash cards.	
5.) Student/worker can dry, stack, sort and put away dishes with supervision	Student/worker will dry, stack, sort, and put away dishes after weekly meal. Student/worker can assist with drying, stacking, sorting and put away dishes in school cafeteria. Teacher should discuss responsibilities of the student with the parents.	
6.) Student/worker can perform dishwashing tasks independently	Student/worker can prepare dishes and pots and pans for washing and drying after the weekly meal in classroom. Student/worker can load the dishwasher, turn it on, unload it when its finished with minimum of supervision.	

PLN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area VI: Specific Jobs

Item No. 4: Child Care (Nursery School)

PREREQUISITE SKILLS -412-

Fine and Gross Motor Coordination
Expressive and Receptive Language
Eye-Hand Coordination
Attending Behavior
Imitation Behavior

RELATED CONTENT ITEMS

Helping Others P. 102
Working Safety Plus P. 304
Chooses Clothing Appropriate to Weather P. 307
Personal Habits and Skills for Work P. 385-392

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student/worker can state needs of child to be: fed-dressed-toileted	Teacher shows student picture of a baby crying. (explain the event that the picture depicts, asks question - "What could be wrong?") Example: with aid of a doll that wets - teacher ask questions what's wrong? What should we do? Teacher may initiate a situation where the students role play various roles involving the skills and abilities necessary for self-help skills.	Doll Peabody cards Magazines Children's Blankets Clothes Shoes Food Toys Diapers Table and Chairs Food Trays Utensils
3.) Student/worker can assist in feeding a child with supervision	Teacher should demonstrate the desired task and student will assist with feeding younger children in school cafeteria.	
4.) Student/worker can assist in dressing and undressing a child	With use of a doll, student/worker can dress with appropriate clothing. Student/worker helps with dressing and undressing students when they arrive and leave school.	
5.) Student/worker can supervise child and attend to his needs with help. (feed, dress, toilet)	Student/worker can assist in a classroom situation with younger children for a designated period of time. Student should be assigned to this room on a regular basis and given the same responsibilities until he masters the assigned tasks. Student may need teacher supervision.	
6.) Student/worker can supervise and attend to child's needs - feeds, dress, toilets independently	Student/worker is assigned to one child for a specific period of time and is able to attend to his needs. Student/worker could be assigned an additional child if they are capable to care for them. Responsibilities may include: toileting, feeding, recreational activities, etc.	

PLN NO. 7: Learning to Contribute to One's Financial Maintenance

Content Area VI: Specific Job

Item No. 5: Factory Worker

PREREQUISITE SKILLS

Fine and Gross Motor Coordination
Visual Discrimination and Tracking
Auditory Discrimination
Receptive Language
Follow Multiple Directions in Sequence
Ability to Imitate

RELATED CONTENT ITEMS

Skill in Using Power Equipment P. 246-252
Skill in Using Hand Tools P. 254-270
Fine Muscle Control for Assembling Small Objects P. 398
Assembling P. 402
Moving Heavy Objects P. 393-395

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student/worker can assemble simple puzzles with supervision	Student/worker can assemble 1, 2, 3, 4 piece puzzles with supervision. Teacher should demonstrate the assigned task, to provide a model for the student. Teacher can cut sheet of construction paper or boards into various shapes and sizes student/worker is to then assemble correctly.	Silo Puzzles Learning Shops (Milw.) Various size bowls Coffee Pots Screwdrivers Hammers Crescent Wrench Nail Set Various size nuts and bolts Small Assembly tasks from small businesses
3.) Student/worker can independently assemble puzzles and related games after instruction	Puzzles are placed in work area for student/worker to assemble independently. Teacher made puzzle games are put in work area for independent work. Teacher should encourage the student to complete a puzzle. Completed puzzle may become intrinsically satisfying to the student.	Films An Introduction to Vocation Introduction to Career Education - The Work People Do Mafex Media Aids, Inc. 111 Barron Avenue Johnstown, PA \$35.00
4.) Student/worker can perform assembly tasks with minimum of supervision	Teacher will procure assembly tasks from various manufacturing companies. Teacher will demonstrate the desired responses necessary for the various tasks. Student/worker will assemble parts as part of an assembly line. Teacher should explain assembly line procedure and the dependence of each student in the assembly line. After student/worker has learned to perform each individual operation - student/worker should perform whole task completely with supervision. Teacher should alternate assembly line positions so the student may receive experience with each of the various tasks.	
5.) Student/worker can perform various assembly tasks with minimum of verbal assistance	Student/worker can perform assembly line tasks with small hand tools (screwdriver, hammer, nail sets, crescent wrench). Teacher will have to procure job tasks from different business establishments.	
6.) Student/worker can independently perform various assembly tasks after minimum training period	Student/worker set up for task to be performed. Student/worker can complete the task and put away tools. Teacher would have everything student would need available in workshop area. Teacher should stress the importance of quality of the work and also the expediency of the assembly line.	

PLN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area VI: Specific Jobs

Item No. 6: Warehouse Worker

PREREQUISITE SKILLS -414-

Fine and Gross Motor Coordination
Visual Discrimination and Tracking
Auditory Discrimination
Receptive Language
Follow Multiple Directions in Sequence
Ability to Imitate

RELATED CONTENT ITEMS

Operates an Automatic Elevator P. 176
Moving Heavy Objects P. 393-395
Full Work Day Endurance P. 396
Stacking P. 400
Cleaning and Arranging Storage Space P. 479

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student/worker can move classroom materials, furniture, etc. with supervision	Student will aid in the rearranging of furniture in a room to adapt for various activities. Teacher should explain and demonstrate the desired task. Student/worker should clean part or all of the room on a regular basis moving and straightening the room after cleaning. Alternate students/workers from week to week.	Classroom furniture Hand truck Pallets Cart Elevator Stock supplies Filmstrips: Entering the Occupational World Mafex Media Aids, Inc., 111 Barron Ave, Johnstown, PA 15135, 50 Audio-Visual equipment may be used to demonstrate direction following or for pointing out do's and don'ts that occur on the job. Check list made from duties that list the necessary duties.
3.) Student/worker can move materials, furniture, etc. when presented with verbal direction (no supervision)	Teacher explains the task and the student/worker completes the directions in sequence.	
4.) Student/worker can deliver materials to a specific area on a cart or hand truck with supervision	When large stock orders need to be delivered, the student/worker should assist with this. The student will load and unload the cart and learn the operation of an elevator.	
5.) Student/worker will follow verbal instructions and deliver materials to designated areas using a hand truck or cart without supervision.	Student/worker should unload stock orders and deliver them proper places using a four-wheel cart or a hand truck (and pallets). The teacher should make checklist that will assist the student/worker in keeping track of the assigned deliveries.	
6.) Student/worker can independently operate hand truck, elevator, cart, simple machines necessary to move materials with a schedule.	Make a list of rooms where materials are to be delivered. Student should be able to arrange supplies (on cart) to be delivered, and check off on his list, after he has delivered materials to room. Teacher should explain the meaning of wages and at the end of a work period (for example, one week) give the student a small wage stressing the fact that the student/worker earned this money for working appropriately.	

PLN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area VI : Specific Jobs

Item No. 7: Service Station

PREREQUISITE SKILLS

Fine and Gross Motor Coordination
Visual Discrimination and Tracking
Eye-Hand Coordination
Receptive and Expressive Language
Math, Writing and Reading Skills
Ability to Imitate

RELATED CONTENT ITEMS

Functional Computational Skills P. 52-62
Personal Habits and Skills for Work
P. 365-392
Car Wash Attendant P. 418
Using Money P. 419-426
Washing Windows P. 476

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student/worker can locate gas cap, remove cap	Have the student identify gas caps and show the student the various places on a car where the gas cap may be located. Aid the student in removing and replacing the gas cap.	Gas Station Cap Water Sponge Paper Towels Paper Pencil
3.) Student/worker will remove pump handle from gas pump, place in opening, and turn on the pump	The teacher will demonstrate the desired task explaining to the student/worker how to operate the gas pump. Teacher should stress the physical properties and the fact that smoking is prohibited.	Video Tape equipment maybe used to teach the students in the classroom (familiarize them with the duties of a gas station attendant).
4.) Student/worker will wash outside of car windows with supervision	Student should locate proper materials for cleaning windows and practice cleaning windows. Student may clean windows in the school parking lot or to be employed at a service station under supervision of the owner.	
5.) Student will pump a designated amount of gas, by price, into a customer's car	Teacher will demonstrate the desired responses. Student will locate and remove gas cap; remove pump handle and place in opening, turn on the gas pump, and pump the designated amount of gas into the customer's car.	
6.) Student/worker can independently operate gas pump and write down cost of purchase with supervision	It is necessary for the student to experience on the job training as to aid in the mastery of the task. Familiarize the student with the responsibilities of a gas station attendant. Student may need help in calculating and making the correct change for the customer.	

PLAN NO. 7: Learning to Contribute to One's Financial Maintenance

Content Area VI: Specific Jobs

Item No. 8: Farm Helper

PREREQUISITE SKILLS -416-

Fine and Gross Motor Coordination
Visual Discrimination and Tracking
Receptive and Expressive Language
Eye-Hand Coordination
Follow Multiple Directions in Sequence

RELATED CONTENT ITEMS

Identifies Farm Animals P. 229
Proper Use of Riding Mower P. 257
Proper Use of Hammer P. 260
Personal Habits and Skills for Work P. 385-92
Moving Heavy Objects P. 393-395
Full Work Day Endurance P. 396

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student/worker can describe various farming tasks	A field trip to a local farm should be planned if possible. Discussion before and during the trip would center on jobs performed on the farm. Teacher should use picture identification cards and toys representing machinery and animals in the discussion. Teacher can elicit spontaneous speech from the student by discussing the events that occur on the farm or the noises heard on a farm and the animals that make the noises.	Camera to take pictures of farm tools and jobs to be performed Shovel Hoe Pitchfork Empty bags of catkins of farm feed Rake Puzzles: Animal Puzzles Developmental Learning Materials; 7440 North Natchez Avenue; Niles, IL \$4.50 Flannel Board Farm Animals Flannel Aid Milton Bradley Company Springfield, Mass.; \$2.75 Films: New World in Farming Farm Animals BAVI
3.) Student/worker can identify some tools and farm equipment	Teacher should place picture of tools in front of student and explain their use. Teacher may have the student handle real tools. A field trip to a farm should be planned and under supervision have the students use some of the tools appropriately.	
4.) Student/worker can match the tools with the task	Teacher holds up tool or picture of tool (shovel) and asks: "What job is this tool used for and what is the name of tool?" Student should be able to name the tool and specific job it is used for - eg. shovel, used for spreading manure. Teacher should allow the student many experiences with various tools and jobs associated with the tool itself. Teacher should explain the purpose of tools and their importance in farming.	
5.) Student/worker can perform tasks with supervision	Student will work under the supervision of a farmer or an adult and complete assigned tasks. Teacher should make a checklist for the student including his/her responsibilities and a list of tools.	
6.) Student/worker can independently perform assigned tasks	Student will be assigned specific jobs to be completed. Student will gather the necessary tools or machinery necessary to aid in the completion of the assigned tasks. Checklist may aid in the student's correct completion of the assigned tasks.	

PLN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area VI: Specific Jobs

Item No. 2: Construction Assistant

PREREQUISITE SKILLS

Fine and Gross Motor Coordination
Visual Discrimination and Tracking
Receptive and Expressive Language
Eye-Hand Coordination
Follow Multiple Directions in Sequence
Ability to Imitate

RELATED CONTENT ITEMS

Skill in Using Power Equipment P. 246-253
Skill in Using Hand Tools P. 256-270
Chooses Clothing Appropriate to Weather P. 307
Personal Habits and Skills for Work P. 385-392

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student/worker can identify construction tasks	Teacher will present a set of pictures representing various construction tasks. Teacher will explain the various tasks. Student will identify each individual task upon request. Teacher should take students on a field trip to construction sites.	Camera for pictures Shovel Hammer Saw Small hand tools (Any tools one can think of related to construction) Job Puzzles Developmental Learning Materials; Niles, IL. Cat. No. 100 Films Jobs in the City: Construction; BAVI Community Workers and Helpers; Poster Cards \$3.50; Milton Bradley Co.; Springfield, Mass. 01101
3.) Student/worker can recognize tools needed for various construction tasks	Takes pictures of tools the student/worker might use or procure in a construction task. (The actual tools should be used if possible.) Student/worker should be able to name these tools as teacher holds them up. Teacher may use the printed work and present it along with the picture or actual tool.	
4.) Student/worker can state specific tools needed for various construction tasks	Teacher asks question for various tools; "What do I need to pound? dig? cut wood? mix cement? etc." Student should be able to give answer; "hammer, shovel, saw (hand or electric), hoe, etc." Teacher may have the student point to the picture or actual tool that would be used in the specified construction task.	
5.) Student/worker will participate in various construction tasks with supervision	Student/worker will gain on the job training through a sheltered workshop situation or a vocational placement under direct supervision. Student/worker should be allowed some responsibility.	
6.) Student/worker can independently recognize tools needed for specific construction tasks, obtain them and assist with their use	Student will work independently and complete a construction task given the verbal or written directions. Teacher should always demonstrate the desired responses if the student/worker is not familiar with the task.	

PLN NO. 7: Learning to Contribute to One's Financial Maintenance

Content Area VI: Specific Jobs

Item No. 10: Car Wash Attendant

PREREQUISITE SKILLS -419-

Fine and Gross Motor Coordination
Visual Discrimination and Tracking
Receptive and Expressive Language
Eye-Hand Coordination
Follow Multiple Directions in Sequence
Ability to Imitate

RELATED CONTENT ITEMS

Proper Use of Portable Jet Spray Power Washer P. 264
Cleaning Car Interior P. 481
Washing Windows P. 476
Vacuuming P. 472
Washing/Waxing Car Exterior P. 480

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student/worker can vacuum car, empty ash tray and dust interior with supervision	Using car of school personnel for this lesson in the school parking lot, the student should be able to 1) vacuum the floors and seats of the car, 2) locate, pull out, empty, and return ash tray, 3) dust dash and seats with teacher assistance. Teacher should demonstrate the task and have the student/worker imitate the desired responses.	Car Vacuum Dirty Ash Tray Rags
3.) Student/worker can vacuum car, empty ash tray and dust interior without supervision	Student/worker should be able to perform the above three steps without supervision. Teacher should encourage the student/worker to work independently. If assistance is needed, teacher should present verbal directions to the student/worker.	Spray bottle for windows Films Keeping Your Car FR DAVI
4.) Student/worker can dry car, dispose of wet rags and clean inside windows with supervision	After a car has been washed and is completely wet from rinsing, student/worker should dry. Teacher should point out when rag is too wet and no longer drying the car. Teacher should demonstrate wringing out of the cloth. Student will use the sprayer, apply water to windows and dry them with a cloth.	
5.) Student/worker can dry car, dispose of wet rags and clean inside windows without supervision	Student/worker should be able to dry car and recognize when rags are too wet, dispose of them and get dry ones. Worker should also clean inside windows.	
6.) Student/worker can vacuum, empty ash trays, dry car, and wash inside windows with clean rags independently	Part I - Line up three cars to be washed. Student/worker should vacuum car and empty ash trays. Part II - After cars have been washed and are wet from rinsing student/worker should dry them always using dry rags. Teacher can initiate a car wash at the school and give the students an opportunity to wash cars for a fee.	

PLAN NO. 7: Learning to Contribute to One's Financial Maintenance

Content Area VI: Using Money

Item No. 1: Identify Coins

PREREQUISITE SKILLS

Visual Discrimination
Receptive Language
Gross Motor
Eye-Hand Coordination
Imitative Behavior

RELATED CONTENT ITEMS

Sort Visual Images into Appropriate Groups
2. 9
Using Money P. 420-426

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENTS & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can select coins from other objects.	Teacher places coins among other unrelated objects (eraser, pencil, poker chip, chalk). Following demonstration, student selects out all the coins.	Actual Money <u>DLM</u> Stamp kit Paper <u>Child Craft</u> Metal & Paper Money Kit, 3H 3H 1 lb. \$2.00 Change Maker, 3H 307 2 lb., \$3.95 Cash Register, 3D 226 5 lb. \$5.95 Eraser, pencil, paper chalk, buttons, tokens
3.) Student can select a penny from a group of coins.	Teacher places coins in a row in front of student (penny, nickel, dime, quarter, half-dollar). Teacher points to each one requesting "Is this a penny?". Student selects correct one. Although a penny is the easiest coin to distinguish because of its color, students may have some difficulty with the others. It may be of some help to the student if the teacher points out distinguishing characteristics of each coin such as the "bird" on the quarter.	
4.) Student can select a nickel from a group of coins.	From a group of coins, student identifies a nickel. With coin stamps, teacher stamps penny on paper, nickel on another. Student matches identical coin to stamp. Teacher should familiarize students with the fact that a nickel is also known as five cents.	
5.) Student can select a dime from a group of coins.	From a group of coins, student identifies a dime. Teacher has student set up store selling three items (candy or toys) for 1¢, 5¢, and 10¢. Student will purchase item paying with correct coin. Teacher should refer to dime as ten cents occasionally to familiarize the student with both names.	
6.) Student can select a quarter (and half-dollar) from a group of coins.	From a group of coins, student identifies a quarter. Using identical procedure, student identifies a half-dollar. Teacher can construct Bingo game with 1¢, 5¢, 10¢, 25¢ and 50¢ written on card. When teacher holds up 25¢, student takes quarter and places it over correct square.	

PREREQUISITE SKILLS -126-
Expressive and Receptive Language
Ability to Count to 50 by 1's, 5's and 10's
Fine Motor Coordination
Visual Discrimination

RELATED CONTENT ITEMS
Functional Computational Skills P. 52-62
Using Money P. 419-426

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student can give number of pennies making up 1¢, 5¢, 10¢, 25¢, and 50¢	Teacher has student count out 5 pennies, then substitutes pennies for nickel. Student is then given a nickel and counts out correct number of pennies. Repeat for 10¢, 25¢, and 50¢. Student selects one coin from a group of pennies, nickels, dimes, quarters, and fifty-cent pieces and counts out same value in pennies.	<u>DLM - Stamp kit</u> <u>Childcraft</u> - Metal and paper money Kit 3H-317 1 lb. \$2.00 Change Maker 3H 307 2 lb. \$3.95 Cash Register 3D 226- 5 lb. \$5.95 <u>Mattel Talking Piggy Bank</u> Play Money Coins Real Money Coins
3.) The student can tell 5¢, 10¢ combinations in 10¢, 25¢ and 50¢ sum with assistance	Teacher has student count to 50 by fives and by tens; then by using nickels and dimes. Student plays teacher made card game where by he turns over card with either 5¢, 10¢, 15¢, 20¢, 25¢, 30¢, 35¢, 40¢, or 45¢ written on it. Student must count out remaining sum to 50¢ with nickels and dimes.	<u>Child Craft - Peg Numerals</u> 3x 137 \$4.00 <u>Continental Money Ditties</u> <u>Constructive Playthings</u> 1. <u>Magnetic Enlarged U. S. Coins</u> , No. 532 - \$4.95 2. <u>Enlarged U. S. Coins</u> No. 246 - \$3.50 3. <u>Using Money</u> , No. 1303 - \$10.95 4. <u>Pay the Cashier</u> , No. 2405 - \$4.98 5. <u>Play Money Utility Cash</u> Tray, No. 51 - \$1.25 6. <u>School Money Kit</u> , No. 100 - \$12.00 7. <u>Junior School Play Money Kit</u> , No. 2-A, 1 lb. \$1.95 8. <u>Dollars and Sense</u> , No. Cg610, 4 lb., \$4.95
4.) Given a coin, student can give one alternate combination of coins of the same value	Using kit, Dollars and Sense, the teacher gives student modular plaques, each size representing a different denomination with an imprinted picture of coin on plaque it represents. Student fits 5 penny plaque into nickel plaque, two nickel plaques into dime plaque, etc. Teacher presents a coin; student must present other coins equaling same value.	
5.) Student can compare (tell equalities of) alternate combinations of coin	Teacher stamps coins on opposite sides of paper. Student draws line to equal coin combinations. (example: 2 nickels ----- 1 dime) To reinforce coin equalities, student plays teacher made card game. When turning over card with picture of coins, he must match card with equivalent play coins.	
6.) The student can give alternate coin combinations for different amounts of money	Teacher sets up play store; student pays for identical items using alternate coin combinations. Student works cash register, using alternate coin combinations for different amounts of money handed him.	

PLN NO. 7: Learning to Contribute to One's Financial Maintenance

Content Area VII: Using Money

Item No. 3: Identifies Paper Money

PREREQUISITE SKILLS

Visual Discrimination
Gross Motor
Eye Hand Coordination
Receptive Language
Imitative Behavior

RELATED CONTENT ITEMS

Functional Computational Skills P. 52-53
Using Money P. 419-426

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can select paper currency from other items.	Teacher places paper currency among other unrelated items (playing cards, regular green paper, bus ticket, etc.). Following demonstration, student sorts out all paper currency.	<u>DLM Money Stamp Kit</u> <u>Child Craft</u> Metal and Paper Money Kit, #3H 317 1 lb. \$2.00 Using Money, #1303, \$10.95 Cash Register, #3D 226 5 lb., \$ 5.95 Dollars and Sense, # 2G 610 4 lb. \$4.95 Eraser, stapler, chalk white and green paper Actual Currency Construction paper and stapler Felt board, felt paper Magic marker Tokens
3.) Student can select a one dollar bill from a group of bills.	Teacher places paper currency (one five, ten and twenty dollar bills) in a row in front of student. Teacher points to each one requesting "Is this a dollar bill?". Student selects correct one.	
4.) Student can select a five dollar bill from a group of bills.	From a group of bills, student identifies a five dollar bill. Teacher stamps paper with paper currency stamps. Student puts real currency on corresponding stamp.	
5.) Student can select a ten dollar bill from a group of bills.	From a group of bills, student identifies a ten dollar bill. To reinforce selection and identification of 1, 5, and 10 dollar bills, teacher places such in cash register. Student is directed to punch specified amount and remove corresponding bill.	
6.) Student can select a twenty dollar bill from a group of bills.	From a group of bills, student identifies a twenty dollar bill. Teacher makes Bingo-like game with 1, 5, 10 and 20 dollars stamped on card. When amount is called, student covers corresponding bill with token. Students can play store, "purchasing" items for 1, 5, 10, or 20 dollars.	

PLN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area VII: Using Money

Item No. 4: Associates Value of Paper Money

PREREQUISITE SKILLS -422-

Math Skills
(Addition Factors)
Visual Discrimination
Receptive Language
Eye-Hand Coordination
Identification of Paper Money

RELATED CONTENT ITEMS

Functional Computational Skills P. 52-62
Using Money P. 419-426

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student can give number of dollar bills making up larger denominations.	Teacher has student count out 5 - one dollar bills, then substitutes dollar bills for a five dollar bill. Then, given a 5 dollar bill, student counts out corresponding number of one dollar bills. Repeat for each denomination with dollar bills, then 5 dollar bills, 10 dollar bills, etc. Student selects paper bill from assorted pile and counts out equivalent in one dollar bills.	<u>Child Craft</u> Metal & Paper Money Kit, #3H317 - 1 lb., \$3.00 Change Maker, #3H307 2 lb., \$3.95 Cash Register, #3D226 2 lb., \$3.95 Dollars & Sense, #CG610 - 4 lb., \$4.95 Actual Currency Play Money
3.) The student can tell \$1, \$5, and \$10 combinations in larger sums with assistance.	Teacher has student count to 20 by fives and tens; then by using five and ten dollar bills. Student plays teacher-made game where by he turns over card with amount on it. Student must count that amount out on play money.	
4.) Given a bill, the student can give one alternate combination of bills of the same value.	Teacher presents five, ten, or twenty dollar bill. Student must give equivalent in ones, fives, tens or twenty's.	
5.) Student can compare (tell equalities of) alternate combinations of bills.	Teacher makes ditto with various bills on opposite sides of paper. Student draws line to equivalent values. To reinforce bill equalities, student plays teacher-made card game. When turning over card with picture of bill on it, student must match card with equivalent in paper money.	
6.) The student can give alternate bill combinations for different amounts of money.	Teacher sets up play store. Student pays for identical items using alternate bill combinations. Student works cash register, giving teacher alternate paper bill combinations for various amounts of money handed him.	

PLAN NO. 7: Learning to Contribute to One's Financial Maintenance

Content Area VII: Using Money

Item No. 5: Makes Change with Coins

PREREQUISITE SKILLS

Coin Identification

Math Skills - Addition and Subtraction Facts

Receptive and Expressive Language

Eye-Hand Coordination

Gross and Fine Motor

RELATED CONTENT ITEMS

Functional Computational Skills P. 52-62

Using Money P. 419-426

Service Station P. 415

Car Wash Attendant P. 418

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Looks skills, attitudes and/or attitudes required for beginning instruction on this item.		
2.) Given a coin, student can count by pennies to the next highest unit of 10 (e.g., 6¢ to 10¢, 11¢ to 20¢).	Student turns over teacher-made card with number of cents marked on it. Student complements card by counting pennies to next highest unit of 10. (E.g., student picks card with 7¢ printed on it, and counts out 3 additional cents "8¢, 9¢, 10¢".)	Real money D.M. - Stamp kit paper Child Craft: Metal and Paper Money Kit #3H317 - 1lb. \$2.00 Change Maker, #3H307 2 lb. \$3.95 Cash Register, #3D226 5 lb. \$6.95 Peg Numerals, #3X337 \$4.00 Felt Board Felt figures Piggy bank Number cards 1 - 100 Construction paper and stapler
3.) Given a coin, student can count by pennies up to \$1.00 with assistance.	Teacher counts as he puts one penny on each number card from 1 - 100. Student observes, then imitates. Teacher places items in room under \$1.00. Student begins with this price and continues counting pennies up to \$1.00.	
4.) When change involves more than 6 pennies, the student can substitute a coin of larger value.	Teacher presents student with 5 pennies, substitutes them for a nickel. Repeats while student observes, then student imitates. Given a dollar in change, teacher presents cans labelled with various prices (e.g., 39¢, 82¢, etc.). Student places correct amount in cans, using minimum amount of coins. Playing store, the student purchases items costing pennies using a maximum of 4 pennies and unlimited nickels, dimes and quarters.	
5.) The student can make change using the fewest number of coins with assistance.	Given a dollar in change, teacher presents cans labelled with various prices (e.g., 39¢, 82¢, etc.). Student places correct amount in cans, using minimum amount of coins. Student takes remaining change and exchanges it for fewest amount of coins. Student picks card from teacher-made card game with amount stated. Student takes amount and makes change from \$1.00.	
6.) The student can independently make change using the fewest number of coins.	Student will role-play clerk at a store and will give change for a dollar to other students buying objects at various prices (under \$1.00). Student will ring amount on cash register; other student will count out corresponding change for \$1.00.	

PLN NO. 7: Learning to Contribute to One's Financial Maintenance

Content Area VII: Using Money

Item No. 6: Makes Change with Bills

PREREQUISITE SKILLS -424-

Math Skills - Addition and Subtraction Facts
Receptive and Expressive Language
Paper and Coin Money Identification
Gross and Fine Motor
Eye-Hand Coordination

RELATED CONTENT ITEMS

Functional Computational Skills P. 52-62
Service Station P. 435
Car Wash Attendant P. 418
Using Money P. 419-426

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Given a cost, the student can count by dollar bills to the next highest unit of 10.	Student turns over teacher-made card with number of dollars marked on it. Student completes card by counting bills to the next highest unit of 10 (e.g., student picks card with \$6 printed on it, and counts out four additional dollars " \$7, \$8, \$9, \$10). Teacher puts cost on felt board. Student counts felt backed dollars to next highest unit of 10 on felt board.	Tagboard Magic markers Child Craft: Metal & Paper Kit, #3H317 - 1 lb. \$2.00 Cash Register, #3D226 5 lb. \$5.95 Pay the Cashier, #2405 - \$4.98 Dollars & Sense #CG610 Play money
3.) Given a cost, the student can count by bills up to \$1.00 with assistance.	Teacher counts as he puts one play dollar on each number card from 1 - 20. Student observes, then imitates. Teacher prices items in room under \$20. Student begins with this price and continues counting dollars by ones up to 20.	
4.) When change involves more than 6 bills, the student can substitute a bill of larger value.	Teacher presents cans labelled with various prices (\$4.00, \$3.00); student places corresponding amount in cans, using minimum amount of bills. Teacher presents student with 5 - one dollar bills. He then substitutes them for a 5 dollar bill. He repeats this while student observes, then student imitates the activity. Playing store, student purchases items costing more than 6 dollars, using a maximum of 4 one dollar bills and unlimited \$5's, \$10's and \$20's. (Play money may be used)	
5.) The student can make change using the fewest number of bills with assistance.	Teacher presents cans labelled with various prices (\$2.00, \$6.00) - student places correct amount in cans using minimum amount of bills. Student then exchanges it for fewest amount of bills. Student picks card from teacher-made card game with amount stated on card. Student takes amount and makes change from \$20.	
6.) The student can independently make change using the fewest number of bills.	Student will role play a clerk at a store and will give change for \$20 to other students buying items at various prices (\$5, \$7, etc.). Student will ring up amount on cash register and count out corresponding change using fewest bills.	

PLN NO. 7: Learning to Contribute to One's Financial Maintenance

PREREQUISITE SKILLS

Math Skills - Addition and Subtraction Facts
Receptive and Expressive Language
Visual Discrimination
Eye-Hand Coordination
Fine and Gross Motor

RELATED CONTENT ITEMS

Counts Out and Presents Bus Fare P. 198
Buying Tickets and Making Reservations
P. 206
Using Money P. 419-426
Shopping Skills P. 434-435

Content Area VII: Using Money

Item No. 7: Demonstrates Responsibility in Handling Money

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can carry money safely from home to school.	Student brings his lunch money pinned to his jacket and tells teacher he has brought the money. Student brings his lunch or field trip money in pocket, wallet, etc. to school and takes it directly to teacher.	Real money Play money Oilcloth Plastic lacing Scissors Educational Projections Corp. Transparencies: 80-01 Using money 80-03 Taking care of your money 80-04 How much? Poster board Magic markers Educational Projections Corp. CE - 24 Filmstrip & Cassettes R-150, R-150-T, How Money is used R-151, \$-151-T, How To Handle Money
3.) Student keeps money in a safe place (wallet, purse, with teacher).	Teacher can have student make a simple wallet out of oilcloth to carry his lunch money in. Teacher and student discuss various uses of money and places student would use it and need to have money with them. (E.g., store bank, etc.)	
4.) Student takes money out only when it is necessary.	Teacher asks for all money (lunch), before class. Student comes into room each morning and approaches desk and deposits money. Student takes various field trips - bringing along money only when needed.	
5.) Student understands that he should not carry large sums of money but only what he needs.	Teacher has each student count out exact amount of money needed for week's expenses plus a dime or two for phone calls. He carries day's portion only. Teacher has students view various posters and filmstrips illustrating what could happen when carrying a lot of money. Students role play incidents.	
6.) Student takes personal responsibility for handling and caring for money.	Student counts out and carries correct amount of money for lunch, or various trips. Student receives paycheck, cashes it, and distributes it among savings account, home and wallet. Student is able to handle and care for his weekly money with no assistance.	

PLN NO. 7: Learning to Contribute to One's Financial Maintenance

Content Area VTL: Using Money

Item No. 8: Makes Small Purchases with Money

PREREQUISITE SKILLS -426-

Paper and Coin Money Identification
Addition and Subtraction Facts
Receptive and Expressive Language
Visual Discrimination
Eye-hand coordination

RELATED CONTENT ITEMS

Counts Out and Presents Bus Fare P. 38
Buying Tickets and Making Reservations
P. 206
Using Money P. 419-426
Shopping Skills P. 434-435

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Given an item he wants to buy, the student can read the price tag.	Student reads teacher-made price tags as they are presented. Student randomly selects price tag from large can. He matches it to items already tagged.	<u>The Price is Right</u> or Is It? 4 filmstrips 2 cassettes and guide Construction paper Marking pen Play money Real money Material Play Store
3.) The student is able to determine whether he has enough money to pay for the purchases.	Play store is set up whereby student is given certain amount of money to purchase items. He must select number of purchases within amount he has to spend.	<u>Child Craft</u> Cash Register, #3D307 3 B. \$3.95
4.) The student is able to locate place of payment and give amount closest to purchase.	Student will visit store and point out cashiers. Student will role play purchase using play money and giving amount closest to actual purchase. Student will make small purchase at store cashier.	
5.) The student is able to count his change and take the package.	Student will role play receiving and counting change. Class takes field trip to store to make individual purchasing--counting out and paying with own money.	
6.) The student is able to make small purchases with money independently.	Student will role play visiting store, making purchase, presenting correct amount of money and receiving and counting his change. Student is sent to store to purchase small item. He chooses it, pays for it.	

PLN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area VIII: Learning to Tell Time

Item No. 1: Time Telling Nomenclature

PREREQUISITE SKILLS

Can Count From 1 to 12
Visual Acuity
Gross Motor Coordination

RELATED CONTENT ITEMS

Rote Counting P. 52
Identifies Numerals P. 53
Matches Numeral with Correct Number of Symbol P. 54
Learning to Tell Time P. 428-432

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student is able to label, out of order, twelve numerals on a clock face.	Teacher presents clock face to student. Pointing to numeral, teacher asks "What number is this?" Student replies appropriately. Teacher explains to the student that the numerals on the face of the clock are the names of the hour.	Clock Face (M" x M", #7012 by Ideal) Flashcards with printed times
3.) Student is able to identify parts of the clock.	Teacher presents clock face to student. Following verbal cue, "Point to _____," Student does so appropriately. Student should be able to discriminate face, long hand (minute hand), short hand (hour hand). Teacher explains that the face of the clock includes entire front of clock.	
4.) Student is able to indicate the direction in which the hands move.	Following a demonstration of the task, and verbal cue, "Show me the way the hands move," student motions the appropriate direction. Teacher explains that the hands always move from smaller to larger numbers.	
5.) Student is able to identify the before and after sides of a clock face.	Teacher displays clock face, and runs hand over "before" side. Following verbal cue, "What side is this?", student replies "before". Teacher follows same procedure to teach after. Teacher explains that numerals 1 through 5 are always on the after side, and that numerals 7 through 11 are on the before side. Initially 2 sides of clock may be of different color.	
6.) Student is able to identify what number the hands point to.	Teacher displays clock face with hand set to various numerals. Following verbal cue, "What number does the hour hand point to (or follow)," or "What number does the minute hand point to (or follow)", student replies appropriately.	

PLN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area VIII: Learning to Tell Time

Item No. 2: Time-Telling (Part 1)

PREREQUISITE SKILLS -428-

Can Count From 1 to 2
Visual Acuity
Gross Motor Coordination

RELATED CONTENT ITEMS

Constructive Use of Time P. 382
Uses Time Clock P. 406
Work Hours P. 406
Learning to Tell Time P. 427-432
Use of Time P. 443

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will be able to tell the correct time on the hour.	Teacher displays clock face with time set on the hour (5 o'clock). Following a demonstration of the task, and verbal cue, "What time is it?", student replies appropriately. Student is able to read all 12 on the hour settings without error. Teacher explains when minute hand is on the 12, it always means o'clock. The hour hand tells us what hour or what o'clock.	Clock face (18" x 14" #702 by Ideal) Flashboards with printed times
3.) Student will be able to set a clock on a designated hour.	Teacher gives clock face to student. Following a demonstration of the task and verbal cue, "Show me o'clock", student responds by fixing the hands at the designated hour.	
4.) Student will be able to identify the printed time of the hours.	Teacher presents flashcard, saying "This is how 1 o'clock is written. The first number tells you the hour, the two zeros mean o'clock." Following verbal cue, "What time does it say," student responds appropriately.	
5.) Student will be able to tell the correct time on the half hour.	Teacher displays clock face with time set on the half hour (4:30). Following an explanation and demonstration, teacher asks student "What time is it?", student replies appropriately. Student is able to read all 12 half hour settings without error. Teacher explains that when the minute hand is on the 6 it means 30 minutes after the hour. The hour hand falls between 2 numbers. The number it follows is the hour after which 30 minutes has passed.	
6.) The student will be able to set a clock on a designated half hour.	Teacher presents clock face to student. Following a demonstration of the task and verbal cue "Show me (2:30)", student responds by fixing the hands at the designated time.	

PLN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area VIII: Learning to Tell Time

Item No. 3: Time-Telling (Part 2)

PREREQUISITE SKILLS

Can Count From 1 to 12
Visual Acuity
Gross Motor Coordination

RELATED CONTENT ITEMS

Constructive Use of Time P. 382
Uses Time Clock P. 406
Work Hours P. 408
Learning to Tell Time P. 427-432
Use of Timer P. 443

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will be able to identify the printed time of the half hours.	Teacher presents flashcards, saying "This is how 2:30 is written. The first number tells you the hour, the 30 means 30 minutes after the 2." Following verbal cue "What time does it say," student responds appropriately.	Clock Face (14" x 14") #7012 by Ideal Flashcards with printed times
3.) The student will be able to tell the correct time on the hour and half hour.	Teacher integrates the methods outlined in Item #2, Step #2 and Item #2, Step #5.	
4.) The student will be able to set a clock on a designated hour and half hour.	Teacher integrates the methods outlined in Item #2, Step #3 and Item #2, Step #6.	
5.) The student will be able to identify the printed time of the hours and half hours.	Teacher integrates the methods outlined in Item #2, Step #4 and Item #3, Step #2.	
6.) The student will be able to tell the correct time of 15 minutes after the hour.	Teacher displays clock face with time set on the 15 minutes after (1:15). Following an explanation and demonstration, teacher asks student "What time is it?" "What time is it?" "What time is it?" Student is able to read all 12 fifteen minute settings without error. Teacher explains the minute hand on the three always means 15 minutes after the hour.	

PREREQUISITE SKILLS

Can Count From 1 to 2
 Visual Acuity
 Gross Motor Coordination

Content Area VIII: Learning to Tell Time

Item No. 4: Time-Telling (Part 3)

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will be able to set a clock on a designated 15 minutes after an hour.	Teacher presents clock face to student. Following a demonstration of the task and verbal cue, "Show me (4:15)," student responds by fixing the hands at the designated time.	Clock face (11" x 14") #7012 by Ideal Flashcards with printed times
3.) The student will be able to identify the printed time of the 15 minutes after the hour.	Teacher presents flashcards saying "This is how 4:15 is written. The first number (4) tells you the hour, the 15 means 15 minutes after the hour (4)." Following verbal cue "What time does it say," student responds appropriately.	
4.) The student will be able to tell the correct time on the hour, the half hour and 15 minutes after the hour.	Teacher integrates the methods outlined in Item #2, Step #2; Item #2, Step #5 and Item #3, Step #6.	
5.) The student will be able to set a clock on a designated hour, half hour and 15 minutes after the hour.	Teacher integrates the methods outlined in Item #2, Step #3; Item #2, Step #6 and Item #4, Step #2.	
6.) The student will be able to identify the printed time of the hours, half hours, and 15 minutes after the hour.	Teacher integrates the methods outlined in Item #2, Step #4; Item #3, Step #2 and Item #4, Step #3.	

PLN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area VIII: Learning to Tell Time

Item No. 5: Time-Telling (Part 4)

PREREQUISITE SKILLS

Can Count From 1 to 12
Can Count By 5's to 60
Visual Acuity
Gross Motor Coordination

RELATED CONTENT ITEMS

Constructive Use of Time P. 382
Use of Time Clock P. 406
Work Hours P. 408
Learning to Tell Time P. 427-432
Use of Timer P. 443

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will be able to tell the correct time of 5 minutes after the hour.	Teacher displays clock face with time set on 5 minutes after an hour (3:05). Following an explanation and demonstration, teacher asks the student, "What time is it?" Student replies appropriately. Student is able to read all 5 minute intervals after the hour. Teacher counts minute dots on clock face emphasizing 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55.	Clock face (14" x 14") #7012 by Ideal Flashcards with printed times
3.) The student will be able to set a clock on a designated 5 minutes after the hour.	Teacher presents clock face to student. Following a demonstration of the task at a verbal cue, "Show me 11:20," student responds by fixing the hands of the clock at the designated time.	
4.) The student is able to identify the printed time of 5 minutes after the hour.	Teacher presents flashcard, saying "This is how 12:20 is written. The first number tells us the hour, the 20 tells us 20 minutes after the hour (12)." Following verbal cue, "What time does it say?", student responds appropriately.	
5.) The student will be able to tell the correct time on the hour, the half hour, 15 minutes after and 5 minutes after the hour.	Teacher integrates the methods outlined in Item #2, Step #2; Item #3, Step #5; Item #4, Step #6 and Item #5, Step #2.	
6.) The student will be able to set a clock on a designated hour, half hour, 15 minutes after and 5 minutes after the hour.	Teacher integrates the methods outlined in Item #2, Step #3; Item #2, Step #6; Item #4, Step #2 and Item #5, Step #3.	

PLN NO 7: Learning to Contribute to One's Financial Maintenance

Content Area VIII: Learning to Tell Time

Item No. 6: Time-Telling (Part 5)

PREREQUISITE SKILLS -432-

Can Count From 1 to 12
Can Count By 5's to 60
Can Count By 1st to 60
Visual Acuity
Gross Motor Coordination

RELATED CONTENT ITEMS

Constructive Use of Time P. 382
Uses Time Clock P. 406
Work Hours P. 408
Learning to Tell Time P. 427-431

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will be able to identify the printed time of the hours, the half hours, 15 minutes after the hour and 5 minutes after the hour.	Teacher integrates the methods outlined in Item #2, Step #4; Item #3, Step #2; Item #4, Step #3 and Item #5, Step #4. Teacher displays clock face with time set on minutes after an hour (10:19). Following an explanation and demonstration, teacher asks student "What time is it?" Student replies appropriately. Teacher counts by fives until he/she gets to vicinity of minute hand then counts by ones. "It is 5, 10, 15, 16, 17, 18, 19 minutes after 10."	Clock face (18" x 14") #7012 by Ideal Flashboards with printed times Various types of clocks
3.) The student will be able to tell the correct time of minutes after the hour.		
4.) The student will be able to set a clock on a designated minute after the hour.	Teacher presents clock face to student. Following a demonstration of the task and verbal cue "Show me 10:19", student responds by fixing the hands of the clock at the designated time.	
5.) The student is able to identify the printed time of designated minutes after the hour.	Teacher presents flashcard, saying "This is how (10:19) is written. The first number tells us the hour, the 19 tells us 19 minutes after the hour (10)." Following verbal cue "What time does it say?", student responds appropriately.	
6.) The student is able to tell the correct time, set the correct time and identify the printed time of any designated time.	Teacher integrates all previous procedures outlined. Teacher has students read time from various types of clock faces including a digital clock for generalization purposes.	

PERSISTING LIFE NEED #8

Learning To Assist In Homemaking

Learning To Assist In Homemaking outlines specific suggestions for teaching the necessary skills and attitudes for maintaining a household. The skills for meal preparation, sewing, gardening and cleaning are included.

PLN NO. 8: Learning to Assist in Homemaking

Content Area 1: Shopping Skills

Item No. 1: Food and Home Maintenance

PREREQUISITE SKILLS -434-

Receptive and Expressive Language

Ability to Imitate

Follows Multiple Directions in Sequence

Object Identification

Money Recognition

Gross and fine motor coordination

RELATED CONTENT ITEMS

Choosing a Well-Balanced Diet P. 337

Meal Cleanup P. 454-464

Defrosting Freezer P. 477

Cleaning and Arranging Storage Space P. 279

Recipes P. 511-517

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacka skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration and with verbal and/or physical assistance, the student will identify items needed and prepare a shopping list.	This shopping item would best be done in conjunction with a specific task. Example: making tuna salad— all the ingredients needed for making this and cleaning up would be the items to shop for. The teacher will list items on chalkboard with the students help. They will volunteer information after being asked, "What else will we need to make _____." The students will then each copy a list. A large copy of the recipe should be available for cues. If students are not able to write, they can draw or cut out pictures of the foods and paste them on a bulletin board.	Transportation will have to be provided from school to grocery store, or walk to store if one is close Paper, pencils or pens for copying. Charts and recipes, copied in large letters. Empty cartons, cans, etc. to serve as items. Large signs made from tag board and felt tip pens. Real money Pictures of various food items
3.) Upon demonstration and with verbal and/or physical assistance the student will locate items in the store.	Upon arriving at grocery store, the teacher will point out different department i.e. dairy, etc. The lists will be divided, so that items from each individual department are listed together. Upon request and with physical and/or verbal assistance the student will locate items. A mock grocery store will be set up in room or school building. The students will find items. Large signs will proclaim departments. Empty containers (saved at home before used) will act as items.	
4.) Upon demonstration and with verbal assistance the student will pay for items after finding.	After selecting proper items, the teacher will pay for them, pointing out how much is given and how much change is received. Upon request and with verbal assistance only, the student will do same. In mock grocery store, the student will select items and pay for them with money. (See PLN #7 Learning to Contribute to One's Financial Maintenance.)	
5.) With verbal assistance the student will store items appropriately.	Upon reaching school or home, the student will put items away properly. This task might include rewrapping meat, putting poisonous products away safely, etc. In a classroom, the students would practice rewrapping and putting away items.	
6.) The student will shop for food and home maintenance supplies.	The student will need some supervision in matters of money and identifying products. The student will shop for food with minimal assistance.	

PLN NO 8: Learning to Assist in Homemaking

Content Area 1: Shopping Skills

Item No. 2: Clothing

PREREQUISITE SKILLS

Receptive and Expressive Language
Ability to Imitate
Follows Multiple Directions
Money Recognition
Gross and Fine Motor Coordination

RELATED CONTENT ITEMS

Chooses Clothing Appropriate to Weather R307
Appearance, Grooming, Health Habits P. 437
Using Money P. 419-426

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration and presentation of verbal cues, the student will identify items in his/her wardrobe including the size of the various articles.	The teacher will make a list of the student's clothing and various sizes. Student will identify articles of clothing upon request and read label to identify size. Teacher may construct a bulletin board displaying the various articles of clothing and label them with the printed word.	Clothing Catalogues Measuring Tape Tag Board Magic Markers Play Money Actual money used in purchasing of clothing.
3.) Upon demonstration and presentation of verbal cues, the student will identify articles of clothing in a store that may be included in his/her wardrobe.	The teacher will point out and label the different departments within the store i.e. Lingerie, coats, etc. The student will locate items that are related to his/her wardrobe. A play store can be constructed in the classroom and the students may actively participate in role playing activities.	
4.) With verbal and physical guidance, the student will try items on for fit, and check items for the quality of construction.	Teacher should explain the reason people try on clothing and the need to check for quality of construction. Teacher should demonstrate the method for checking the construction of pants, blouses, shirts, etc.	
5.) Upon demonstration and verbal guidance, the student will purchase the desired items.	The student will bring the articles to be purchased to the check-out counter and purchase the items. The teacher should demonstrate the desired response and the student will imitate. (See PLN #7 Learning to Contribute to One's Financial Maintenance.)	
6.) The student will try on clothes, check quality of construction, and purchase articles of his/her choice.	Teacher may need to assist the student in choosing clothing that is appropriate for certain occasions. The student should be able to choose color and design of the clothes. Role playing may be useful here.	

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will identify various items in the kitchen upon demonstration of task and presentation of verbal cue.	Teacher will present the student with pictures of various items found in a kitchen. Student will touch the designated and identify the item upon presentation of verbal cue. Teacher may use the actual item and have it labeled with the printed word.	Utensils and appliances that may be found in a kitchen. Filmstrip: The Baker Jamulica, New York Eye Gate House, Inc. Library Book: Foods from Near and Far Heffernan, Helen
3.) Student will identify various items in the kitchen and name one function of each.	Teacher and students will make a list of functions for the various items found in a kitchen. The student will name a function of each item.	
4.) Student will demonstrate the use of each item in the kitchen and name one function of each item.	Teacher will demonstrate the proper use of each item found in a kitchen. The student will identify each item, name one function of the item, and demonstrate proper use of that particular item.	
5.) Student will name at least two functions of a kitchen and demonstrate the use of a kitchen in the classroom along with the other students.	Student will participate in a role playing situation naming two functions of a kitchen in relation to a living situation Teacher should have a play kitchen set-up in a particular section of the classroom. Encourage the students to participate and interact in appropriate play.	
6.) Student will demonstrate the use of a kitchen and its utensils in an actual kitchen setting.	Teacher will initiate an activity in which the students will participate in the actual use of a kitchen to prepare a meal or complete a recipe for the class. Verbal assistance may be necessary. Remind the students of the dangers involved in using a kitchen and the precautionary steps that should be observed.	

PLN NO 5: Learning to Assist in Homemaking

Content Area II: Skills for Meal Preparation

Item No. 2: Appearance, Grooming, Health Habits

PREREQUISITE SKILLS

Receptive and Expressive Language
Follows Multiple Directions
Ability to Imitate
Eye-hand coordination
Fine & gross motor coordination

RELATED CONTENT ITEMS

Hand Washing P. 308
Face Washing P. 309
Proper Clothing for Work P. 385

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student will fix hair.	Teacher aids the student in fixing hair with hair net or band. Students can assist each other in fixing hair back.	Apron Soap Towels Hair Net Chef Hats Rubber Bands Hair Clips Combs
3.) Upon demonstration of task and verbal cue, student will don apron.	Student observes as teacher dons aprons. Student follows teacher's cue and dons apron. (See PLN #5, Content Area I, Item No. 26 Ties Bow.)	
4.) Upon demonstration of task and verbal cue, student will wash hands.	Student observes as teacher washes her/his hands with soap and water and dries them. Student does so also. (See PLN #5, Content Area II, Item No. 1 Hand Washing.) A general discussion of cleanliness and germs should take place.	
5.) Upon demonstration of task and verbal cue, student will keep hands away from face and hair while working in kitchen.	Teacher observes as students work in kitchen. Teacher reminds students to keep hands at their sides if they begin to touch face or hair while preparing food.	
6.) Student independently exhibits proper appearance, grooming and habits while working in the kitchen.	Student can work in kitchen without supervision, observing all health habits. Teacher prepares and displays chart to remind students of proper habits to follow.	

PLN NO 8: Learning to Assist in Homemaking

Content Area II: Skills for Meal Preparation

Item No. 3: Stirring

PREREQUISITE SKILLS -438-

Visual Discrimination

Ability to Imitate

Gross and Fine Motor Coordination

Receptive Language

RELATED CONTENT ITEMS
Eye-Hand Coordination P. 4
Recipes P. 511-517

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher demonstration and verbal cue, "Stir this", student grasps spoon appropriately.	Following a demonstration of the task, student grasps large handled spoon in flat.	Pitcher Liquid 2 quart wide-mouth pitcher (upperware) or bowl Pancake or other mix
3.) Upon teacher demonstration and verbal cue, "Stir" student will stir a liquid.	Teacher should make sure that student's face is not over pitcher when stirring. A quart pitcher may be helpful for student to grasp handle while stirring. Following a demonstration of the task, student mixes a liquid (Koolaid, chocolate milk, orange juice). Teacher adds powder to liquid while student stirs.	Large handled spoon A recipe for bread or drop cookies and equipment and ingredients
4.) Upon teacher demonstration and verbal cue, "Stir" student will stir a thick batter or dough.	Students observe as teacher demonstrates stirring cookie batter or bread dough that takes strength and coordination. Students surround teacher making pancakes, biscuits or cake. Teacher adds some flour and a student stirs until it's absorbed. Each student gets a turn.	
5.) Upon teacher demonstration and verbal cue, "Stir" student will stir a mixture making sure bottom and sides are scraped and ingredients are mixed in.	Teacher helps student make sure all of ingredients are mixed well. Student should become critical of un-mixed ingredients.	
6.) Student is independent in stirring.	Student can stir any mixture well.	

PLN NO 8: Learning to Assist in Homemaking

Content Area II: Skills for Meal Preparation

Item No. 4: Pouring

PREREQUISITE SKILLS

Numeral Recognition (Whole Numbers and Fractions)

Ability to Imitate

Gross and Fine Motor Coordination

Receptive and Expressive Language

Eye-hand coordination

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 4

Pours P. 334

Serving Food P. 452

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher demonstration of the task, student will grasp a container with his hands.	A container (with an open top) is placed on table in reach of student. Following verbal and physical cues, student will grasp container securely with either one or both hands. Teacher should encourage student to keep his eye on the container. If container used has a handle, teacher should determine handedness of individual student before attempting to have student perform task for generalization purposes, student should be presented with containers of various shapes and sizes.	Two open top containers Measuring Cup Water Funnel Small Mouth Jar Colored Tape Dry ingredients (flour, sugar, etc.) Use of sink or dishpan
3.) Upon teacher demonstration of task, student will grasp a container with his hands and lift it up off the table.	An open container is presented to student, following verbal and physical cues, student grasps container securely and lifts it up at least six inches off of the table, being ever so careful to keep it upright. The container should be only half filled with liquid to reduce the chance of spills. Make sure the student is able to comfortably handle the size and weight of the container.	
4.) Upon teacher demonstration of the task student will hold first container adjacent to second container.	Following verbal and physical cues, student holds half-filled container adjacent to second container in position for pouring. Teacher should again encourage the student to keep his eye on the container. If the teacher wishes, pouring with the aid of a funnel can be introduced. Teacher has student hold the half-filled container over a funnel that is placed in a small mouthed jar.	
5.) Upon teacher demonstration of task student will pour contents of first container into second container with physical assistance if necessary.	Initially to aid the student in understanding the movements utilized in pouring, teacher can provide him/her with two cups and any dry ingredients used in baking. Student can observe as teacher demonstrates proper technique for pouring. Following demonstration of the task, student tilts the first container so that its contents pour into the second container (or through a funnel). Physical assistance may be provided if needed. No mention is made of spills or misses. Until student's hands are steady, pouring should be done over a sink or in a dishpan.	
6.) Student can independently pour contents of first container in second container devoid of all spills.	Student can assist in recipes and activities requiring pouring. Teacher can color code gradations on the side of a measuring cup and have students fill it to specified levels.	

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher demonstration and verbal cue, "Do this", student will hold (grasp) knife correctly.	Students observe as teacher demonstrates grasping handle of knife firmly with sharp side of blade down. Teacher places knife on table and students take turns imitating task. Teacher should determine handedness of student before assisting student in grasping knife. A variety of knives can be laid on table and as use for each is discussed, student can grasp them properly. Physical assistance may be necessary.	Knife Some of the following: butter, peanut butter, jelly, cake, cream cheese, bread, canned fruit. Apples, potatoes, summer squash, tomatoe, etc. Cooked meat: eg. meatloaf, rolled roast, chuck steak, hot dogs Good carving knife Cutting board (preferably non-wooden as these tend to foster growth of bacteria)
3.) Upon teacher demonstration and verbal cue, "Do this", student will use a knife to cut soft foods.	Students observe as teacher demonstrates use of a knife on a variety of soft foods. Student follows, imitating teacher's behavior. Teacher demonstrates and explains even saving a portion in cutting slices of bread from loaf. Student will make his own peanut butter and jelly sandwich. Teacher provides opportunity for student to practice cutting play dough, clay, etc.	
4.) Student can slice, pare and dice foods with a small sharp knife.	Teacher places hands over student's hands--fruit/vegetable held with one hand, knife in the student's other hand. Teacher physically guides student in cutting fruit/vegetable, showing student how to keep fingers out of the way. A cutting board should be used. Teacher points out safety precautions (keep fingers out of the way, no horseplay, firm grip).	
5.) Student can slice ground meat.	Teacher demonstrates the desired task and physically and verbally assists student in cutting ground meat into slices. (Slice hot dogs into Spaghetti-O's, slice sausage for pizza, slice liver sausage/ ring bologna, etc.)	
6.) Teacher supervises student cutting meat into serving portions.*	Under teacher supervision, student uses sharp carving knife to cut meat into serving portions. *For cutting at the table, see PLN #4, Content Area III, Items 8 and 9.	

PLN NO 8: Learning to Assist in Homemaking

Content Area II: Skills for Meal Preparation

Item No. 6: Measuring

PREREQUISITE SKILLS

Numerical Recognition (Whole Numbers and Fractions)
Reading Skills (Optional)
Receptive and Expressive Language
Color Recognition

RELATED CONTENT ITEMS

Identifies Numerals P. 53
Putting Detergent into Washing Machine P. 483
Recipes P. 511-517
Following Recipes P. 442

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will identify the various numerals that appear on measuring utensils upon demonstration of task and presentation of verbal cue.	Teacher will present various numerals ($1/4$, $1/2$, $1/3$, $2/3$, $3/4$, $2/3$, 1 cup, 1 teaspoon, $1/2$ tablespoon, etc.) and identify each symbol demonstrating the amount represented by each of the printed numerals. The student will identify each numeral upon request. Teacher will have the student identify the numeral that appears on the utensil itself. If students have difficulty in discriminating numerals, teacher can color code recipes and measuring spoons.	Dry and liquid food Dry and liquid measuring utensils Tag board for numeral recognition and identification
3.) Student will choose the appropriate measuring utensil or point to the specified level of a measuring cup upon presentation of verbal cue.	Teacher will present the student with various measuring utensils. The student will choose the appropriate utensil upon request. Teacher may assist the student if necessary. Teacher should stress the importance of using the appropriate utensil.	
4.) Student will fill the measuring utensil with the correct amount of ingredient when presented with the printed numeral.	Student will fill the appropriate utensil with a specified amount of ingredient when presented with the printed numeral and presentation of verbal cue.	
5.) The student will fill the measuring utensil with the correct amount of each ingredient and will use each utensil interchangeably.	The teacher will initiate a situation where the student will need to use a tablespoon along with a measuring cup. Teacher may need to assist the student in the task. Encourage the student to follow the directions carefully.	
6.) Student will independently read and measure correct amounts of ingredients necessary to complete the assigned task.	Student will read the directions of a recipe, etc. and add the appropriate amount of ingredients to complete the mixture. The amounts to be measured may be color coded to aid the student. Students may make punch, cakes, bread, etc.	

PLN NO 8: Learning to Assist in Homemaking

Content Area II: Skills for Meal Preparation

Item No. 7: Following Recipes

PREREQUISITE SKILLS -442-

Numeral Recognition (Whole Numbers and Fractions)

Receptive and Expressive Language

Ability to Imitate

Follows Multiple Directions

RELATED CONTENT ITEMS

Reads and Comprehends Directions P. 73

Following Simple to Multiple Directions in Sequence P. 80

Skills for Meal Preparation P. 436-451

Recipes P. 511-517

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will read the ingredients that are necessary and obtain them from the appropriate places.	Teacher will locate the list of ingredients on the recipe card and explain to the student the purpose of the list and the location of the ingredients. Student will obtain the necessary ingredients.	Timer Actual cooking and measuring utensils Recipe Cards; (especially designed to aid the student in recognizing amount, time and temperatures)
3.) Student will obtain the appliances and measuring utensils necessary to complete the recipe.	Teacher will explain to the student the appliances, and utensils necessary to complete the recipe. The student will obtain the necessary equipment.	
4.) Student will read the directions and measure the specified amounts of each ingredient into a mixing bowl.	Student should be able to measure both liquid and dry ingredients. Have the amounts stand out by either color-coding the numerals or printing numerals in larger type. Teacher should make sure that the student has the necessary utensils.	
5.) Student will mix ingredients and prepare the stove or oven for operation.	Teacher should demonstrate the steps necessary to pre-heat an oven. Student should be introduced to such terms and skills as sifting, folding, creaming, etc. Teacher should demonstrate some of the tasks necessary in the preparation of the recipe i.e. separating egg (white/yolk). Teacher should stress the sequence of steps that occur in the recipe.	
6.) Student will bake or cook the ingredients after mixing in proper sequence for the specific temperature and time that the recipe requires.	Student should be encouraged to use the timer in the cooking or baking procedure. Teacher should also demonstrate tests for doneness (tapping bread, toothpick in center of cake, etc.). Teacher should begin with easy recipes and then begin progression to the harder ones.	

PLN NO 8: Learning to Assist in Homemaking

Content Area II: Skills for Meal Preparation

Item No. 8: Use of Timer

PREREQUISITE SKILLS

Receptive Language
Ability to Imitate
Follows Multiple Directions
Numeral Recognition

RELATED CONTENT ITEMS

Identifies Numerals P. 53
Following: Recipes P. 442
Use of Stove P. 445
Use of Clothes Dryer P. 486
Recipes P. 511-517

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will begin or end an activity when the timer buzzer sounds.	Teacher will explain the use of a timer and list some of its purposes, especially emphasizing the use in cooking procedures. Teacher will set timer that alerts student to the particular time of the day. Teacher may initiate games in which the student competes against time.	Portable timer with easy to read numerals. Numerals can be enlarged using tag board attached to the outer edge of the timer.
3.) Upon demonstration of task and presentation of verbal cue, the student will set the timer to the specified time.	Teacher will demonstrate the manipulation of the timer. Teacher will present a card representing a specific time. Teacher will explain the functions of the timer and the student will turn the dial to the designated time. Teacher should stress the passage of time and have the student observe the relationship between an actual clock and the timer.	
4.) Student will set the timer to the correct time that is specified on a recipe card with assistance.	Teacher will present the student with a recipe card that has the cooking or baking time color-coded (offset in different colored ink or print). Student will set the timer for the specified time. Teacher should verbally assist the student if necessary.	
5.) Student will set the timer to the specified time and name one function of the timer in relation to cooking or baking procedures.	Teacher will list the various functions of a timer with students' assistance. Student will set the timer to the specified time and name at least one function of a timer.	
6.) Student will set the timer independently from verbal instructions or directions specified on recipes, or other activities.	Teacher should stress the importance of a timer in cooking or baking procedures. Student will set the timer for various tasks.	

PLN NO 8: Learning to Assist in Homemaking

Content Area II: Skills for Meal Preparation

Item No. 9: Use of Coffee Pot

PREREQUISITE SKILLS -444-

Ability to Imitate
Receptive Language
Note Counting

RELATED CONTENT ITEMS

Pours P. 334
Pouring P. 439
Measuring P. 441
Following Recipes P. 442
Use of Stove P. 445
Beverages P. 511

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS									
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.											
2.) Upon teacher demonstration and verbal cue, "Do this", student can correctly assemble a coffee pot.	Student's observe as teacher assembles coffee pot. Student disassembles pot one piece at a time then reassembles it and passes it to next student, teacher giving assistance as needed. Teacher should label the various parts of a coffee pot and have the student imitate the desired response.	(electric or regular) coffee pot Water Ground Coffee Measures									
3.) Upon teacher demonstration and verbal cue, "Fill pot to $\frac{x}{2}$ cup level," student will fill pot with water to correct level.	Teacher points out measures on side of pot and inside of pot. (Glass pot or one with clear level is especially easy.) Everyone takes turn filling to two cup level, then four, then six, etc. Later each student is given a different amount to fill the pot.										
4.) Upon teacher demonstration and verbal cue, "Measure $\frac{x}{2}$ spoons of coffee grounds," student will measure correct number of spoons into basket.	Same procedure as water measure. Teacher should demonstrate the meaning of a level teaspoon. Student can prepare a chart showing number of cups. <table border="1"> <thead> <tr> <th>coffee</th><th>water</th><th>grounds</th></tr> </thead> <tbody> <tr> <td>12 c</td><td>12 c</td><td>6 T</td></tr> <tr> <td>18 c</td><td>18 c</td><td>10 T</td></tr> </tbody> </table>	coffee	water	grounds	12 c	12 c	6 T	18 c	18 c	10 T	
coffee	water	grounds									
12 c	12 c	6 T									
18 c	18 c	10 T									
5.) With teacher's physical assistance and verbal cues, student will measure and cook coffee on stove or in electric pot.	Teacher demonstrates correct procedure: 1) fill with specified amount of water, 2) put in stem and basket, 3) measure in correct amount of ground coffee, 4) place pot top on, 5) either plug in or set on stove and time. Student demonstrates procedure, getting assistance as needed until correct procedure is established.										
6.) Student can operate a coffee pot and make a pot of coffee.	Student can make coffee for student and/or teacher breaks. Student can prepare coffee at home. Parent's and teacher's should give the students ample opportunities to experience many situations utilizing their skills.										

PLN NO 8: Learning to Assist in Homemaking

Content Area II: Skills for Meal Preparation

Item No. 10: Use of Stove

PREREQUISITE SKILLS

- Ability to Imitate
- Follows Multiple Directions
- Receptive Language
- Numeral Recognition
- Color Recognition

RELATED CONTENT ITEMS

- Seeking Aid for Cuts Burns Bites P. 373
- Behavior in Kitchen P. 436
- Boiling P. 446
- Frying P. 447
- Baking P. 448
- Recipes P. 511-517

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can point to the following parts of a stove when teacher gives verbal cues: oven, burner, timer broiler, dials.	One of two parts can be worked on at a time. Teacher says, "burner" and points to a burner. Upon verbal cue, "Point to the burner," student does so appropriately. Teacher stresses that student should only point, not touch, even when burners are cold.	Kitchen Stove Saucepan Pot holders
3.) Student can demonstrate by pointing which dial controls which burner and the oven.	Teacher turns dial and students state which burner or oven will come on. Color coding or taps from burner to dial can be used until familiarity is gained.	
4.) Upon teacher demonstration and verbal cue, "Turn this on to," student will set burner and oven dials.	Students pick assignment out of hat (like charades) and teacher reads, "Set left burner to medium heat" (pointing to left burner), student tries dials until correct response is made. Oven temperatures can be verbalized or written so student can match numbers and set oven dial. For students who have difficulty in matching numbers, teacher can substitute color codes.	
5.) Student demonstrates safety measures around stove by using pot holders, keeping handles turned in, and keeping paper and cloth away from burners.	Students make up pictogram or written checklist of safety tips as reminders. Any time teacher is in kitchen he/she demonstrates these things as matter of habit. Teacher should warn student never to leave home with burners/stove unattended if on.	
6.) Student is independent using a stove.	Teacher has student demonstrate proper use of stove by boiling small amounts of water in a saucepan. If possible students should have the opportunity to utilize both gas and electric stoves. Teacher should point out that even though it does not appear that the burners of the electric stove are on, they may still be. Teacher stresses that student should double check after cooking/baking to insure that burners/oven are off.	

PLN NO. 8: Learning to Assist in Homemaking

Content Area II: Skills for Meal Preparation

Item No. II: Boiling

PREREQUISITE SKILLS -446-

Ability to Imitate
Eye-Hand Coordination
Receptive Language

RELATED CONTENT ITEMS

Avoidance of Hot Water and Hot Objects P. 349
Seeking Aid for Cuts/Burns/Bites P. 375
Behavior in Kitchen P. 436
Recipes P. 511-57

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher demonstration of task and verbal cue student fills pot with water.	Student observes as teacher demonstrates procedure for filling pot with water. Following verbal cue, "Fill the pot" student does so.	Stove Pot Water Pot Holder
3.) Upon teacher demonstration of task and verbal cue student will place pot on stove.	Following a teacher demonstration of the task student grasps the pot by the handle and transports it to the stove, placing it on a burner. Initially student can practice carrying the pot without water. As student progresses teacher can gradually increase the amount of liquid in the pot.	Colored Tape (one color for each burner) Food required for simple preparation
4.) Upon teacher demonstration of task and verbal cue student will regulate burner.	Teacher can color code or enlarge the markings on the dial so that student is able to regulate the burner. Teacher can introduce the terms "full boil", "medium", and "simmer". This level should be taught concurrently with content area II item No. 10.	
5.) Upon teacher demonstration of task and verbal cue student will pour boiling water from pot.	Student observes as teacher places pot holder around handle of pot, lifts pot and transports it to sink. Student initially practices with warm water, progressing gradually to boiling water. (See PLN #8, Content Area II, Item No. 4: Pouring)	
6.) Student can independently carry out boiling procedure	Teacher demonstrates preparation of a variety of simple foods that require boiling. Student imitates the task. Some simple food to use are: eggs, frozen vegetables, soup, pudding, noodles, tea, jello.	

PLN NO 8: Learning to Assist in Homemaking

Content Area II: Skills for Meal Preparation

Item No. 12: Frying

PREREQUISITE SKILLS

Receptive Language
Follows Multiple Directions
Ability to Imitate

RELATED CONTENT ITEMS

Seeking Aid for Cuts/Burns/Bites P. 375
Seeking Aid for Fire P. 376
Behavior in Kitchen P. 436
Use of Stove P. 445
Recipes P. 514-518

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will identify and obtain the necessary equipment used in frying. 1) frying pan, 2) spatula, 3) fat.	Teacher will present the student with the three items necessary for frying. The student will identify each item. Teacher and students should prepare a list of the foods that may be fried.	Cooking utensils Actual kitchen facilities Baking Soda Fat Food to fry
3.) Student demonstrates proper safety precautions when frying. 1) use of pot holder, 2) heat regulation.	Student will role play a situation where the necessary precautions when frying are depicted. Teacher should stress safety in frying and emphasize the danger of hot grease.	
4.) Student will regulate the heat of a burner and turn food over when done on one side.	Teacher should demonstrate the following frying procedures: 1) set burner to med-heat, 2) use pot holder, 3) add fat to the pan, 4) place food in pan carefully, 5) turn food when under-side is brown, 6) remove food when both sides are brown, 7) turn off burner, 8) dispose of fat. Teacher should list the steps and have the student complete steps 1-8 with physical and verbal assistance if necessary.	
5.) Student will dispose of fat by placing in a metal container and allowing it to cool.	Teacher should stress the dangers of hot grease and the result if contact is made with the skin. Teacher should demonstrate the proper way of disposing of fat.	
6.) Student be able to list the 8 steps necessary in the frying procedure and be able to put out a grease fire with baking soda.	Teacher should explain the dangers of grease fires and the steps necessary to prevent them or put them out. Teacher should explain the importance of having baking soda available—it does not ruin the food, it extinguishes the grease fire immediately and safely. (See PLN #5, Content Area IV, Item No. 5 Simple First Aid for Burns.)	

515

PLN NO. 8: Learning to Assist in Homemaking

Content Area II: Skills for Meal Preparation

Item No. 13: Baking

PREREQUISITE SKILLS -448-

Gross and Fine Motor Coordination

Receptive Language

Ability to Imitate

RELATED CONTENT ITEMS

Following Simple to Multiple Directions R. 60

Use of Timer P. 443

Following Recipes P. 442

Use of Stove P. 445

Recipes P. 513, 516, 517

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher demonstration and verbal cue, "Bake", student can correctly bake a TV dinner.	Student observes as teacher prepares a simple baked food (eg. TV dinners). Teacher specifies four steps: 1) set oven temperature correctly, 2) when oven is ready, put food in and set timer, 3) remove hot pan safely, 4) turn oven off. (See PLN #8, Content Area II, Item No. 10 Use of Stove.) Student fixes own TV dinner for lunch.	TV dinners (one or more), frozen pizza, frozen hors d'oeuvres, frozen pie, frozen fish, etc. Stir and Bake cookies, refrigerator biscuits Simple casserole recipe and ingredients Recipe and ingredients
3.) Upon teacher demonstration and verbal cue, "Bake", student will bake convenience foods that take some preparation.	Teacher explores various products with student (eg. refrigerator cookies, coffee cakes, biscuits). Student practices sequence of tasks needed for preparation (grease pan, add topping, etc.). Send letter home to parents with list of foods student can prepare himself/herself, or keep chart of food student can prepare (could use pictures from magazines).	
4.) Upon teacher demonstration and verbal cue, "Bake casserole", student will combine ingredients, bake and clean up.	Teacher writes recipe on board—one using simple measures and prepared products, (eg. noodles, peas, tuna, and cream of mushroom soup). Students go through sequence with assistance from teacher when necessary. (See PLN #8, Content Area II, Item Nos. 3 - 7.)	
5.) With teacher assistance, student will prepare a complicated baked food involving measuring, sifting, breaking eggs, and stirring.	Teacher allows student to pick recipe from selection of cake, cookie, bread, roll, pie recipes, then assists in preparation introducing additional skills as needed. Student could bring/send sample of food baked home or to a friend. Student can prepare food many times for repetition as aid to learning and familiarity with kitchen and stove. Small group of students could make a meal together under supervision—each in charge of a portion of the food preparation.	
6.) Student is independent in baking.	Student can prepare a baked meal for others.	

PLN NO 8: Learning to Assist in Homemaking

Content Area II: Skills for Meal Preparation

Item No.14: Use of Toaster

PREREQUISITE SKILLS

Expressive and Receptive Language
Ability to Imitate
Gross and Fine Motor Coordination

RELATED CONTENT ITEMS

Electrical Outlets P. 351
Avoidance of Hot Water and Hot Objects H349
Behavior in Kitchen P. 436
Breakfast Foods P. 514

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher demonstration and verbal cue, "Do this", student will place a piece of bread in a toaster.	Students observe as teacher demonstrates action. Student repeats action as teacher verbally comments, "John puts bread in".	Toaster Bread Toaster foods (waffles, pastry)
3.) Upon teacher demonstration and verbal cue, "Push" student will push lever on toaster.	Students observe as teacher demonstrates action. Students repeat action with physical assistance as needed to "Push". Gradually physical assistance is withdrawn.	
4.) When given verbal command student can set darkness selector to light, medium, or dark toast.	Teacher moves indicator to light end of dial, toasts a piece of bread. Teacher verbally labels it "light" (adding written label if class sight reads). Teacher then sets it at medium and dark, getting samples as before. Students either pick desired shade or get verbal command then set toaster. Bread can be toasted and matched to samples to see if student is correct.	
5.) With teacher assistance and supervision, student demonstrates safety with a toaster.	Student observes as teacher demonstrates safety measures, then repeats procedures. Safety procedures to consider are plugging and unplugging the cord, keeping cord away from water/wet surfaces, removing bread that is stuck in toaster, cleaning crumb tray and avoidance of placing metal objects into toaster.	
6.) Student independently uses a toaster.	Teacher provides student with bread, and observes as he/she toasts it to desired shade. Teacher can demonstrate how to heat other specially prepared toaster foods in the toaster (toaster waffles, pastry, etc.).	

PLN NO 8: Learning to Assist in Homemaking

Content Area II: Skills for Meal Preparation

Item No.15: Use of Manual Can and Bottle Openers

PREREQUISITE SKILLS -450-

Receptive Language
Ability to Imitate
Eye-Hand Coordination

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 1
Sharp and Pointed Tools P. 330
Concept of Ecology P. 271-272
Recipes P. 513, 515-517
Use of Electric Can Opener P. 451

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher demonstration and verbal cue, "Do this", student will correctly grasp a can opener or a bottle opener.	Students observe as teacher demonstrates correct grasp of opener. Teacher physically assists student by placing hand over student's as he/she grasps opener.	Manual Openers  Cans Bottles
3.) Upon teacher demonstration, and presentation of verbal cue student can select proper opener and position it on can or bottle.	Teacher demonstrates placing the appropriate openers on cans or bottles. Student imitates the desired response. Physical assistance may be necessary. A matching game can be played with one can and one bottle and one can opener and one bottle opener. Student holds two openers then positions them on correct container.	
4.) Upon teacher demonstration of the task, student can position opener on can top or bottle and open them with physical assistance.	Student appropriately positions opener on top of bottle, pulling up and removing cap. Teacher places hand on student's initially. Student appropriately positions opener on can top. Teacher makes initial opening into can and starts to cut around top. Student finishes it with teacher assistance.	
5.) Independently, student can operate manual can and bottle openers safely and efficiently.	Students observe teacher handle can and bottle openers then imitates correct procedure (handling, using, cleaning, putting away). Teacher should stress safety in the operation of a can/bottle opener.	
6.) Student can operate manual and bottle openers and remove top from can.	Student can use can and bottle openers appropriately. After student has cut the top from the can, he/she is able to remove it from the can by pushing down on one side and grabbing upraised side between thumb & forefinger. Assign the student tasks in meal preparation activities that will allow the student to operate a bottle/can opener. Teacher should also demonstrate the use of pop top cans.	

PLN NO 8: Learning to Assist in Homemaking

Content Area II: Skills for Meal Preparation

Item No. 16: Use of Electric Can Opener

PREREQUISITE SKILLS

Ability to Imitate
Receptive Language
Ability to Follow Directions
Fine and gross motor coordination
Visual tracking

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 4
Following Simple to Multiple Directions in Sequence P. 80
Use of Manual Can and Bottle Openers P. 450
Recipes P. 513, 515-517

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher demonstration and verbal cue, "Do this", student can plug in and operate lever on electric opener (without can in it).	Students observe as teacher demonstrates plugging in the opener and pushing down the lever. Students repeat action as teacher gives verbal and physical assistance as needed. Teacher can label parts of an electric can opener with masking tape and identify the parts for the student.	Electric Can Opener Cans
3.) Upon teacher demonstration and verbal cue, "Do this", student can position can correctly in electric can opener.	Students observe as teacher correctly places cans in opener. Student repeats action as teacher gives verbal and physical assistance as needed. Teacher may have the student identify specific parts of a can opener.	
4.) Upon teacher demonstration and verbal cue, "Open can", student can push lever and guide can as it opens then release it.	Students observe as teacher demonstrates then repeats action with assistance. As ecology project, students can wash, remove labels, open both ends of cans and flatten.	
5.) Upon teacher demonstration and verbal cue, "Clean this", student can clean blades of an electric can opener.	Teacher demonstrates cleaning the blades using a toothbrush or other means after appliance is unplugged. Students take turns cleaning blades making sure they do not touch blades with fingers. Emphasize the fact that it must be unplugged before you wash the can opener.	
6.) Student is independent in operating an electric can opener.	Student can use electric can opener properly as needed.	

Receptive Language
Gross and Fine Motor Coordination
Ability to Imitate
Visual Tracking

Following Simple to Multiple Directions in Sequence P. 80
Passes and Serves Food P. 333
Stacking P. 400
Behavior in Kitchen P. 436

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration, the student will identify utensils and dishes to be placed on table.	The teacher will introduce items needed for table setting excluding tablecloth. Following instruction, "Touch ____", the student will match, point to, and name utensil. Paper plates can be matched with other paper plates, plastic knives, forks, spoons sorted onto trays, cups with cups, etc., for matching activities. Grasping and eye-hand coordination activities, such as the use of modeling clay or peg board activities are helpful.	Paper plates, cups, plastic forks, knives, spoons. Table Usual plates, cups, forks, knives, spoons--could be china, plastic, silver, etc. Napkins--paper or cloth Table cloth--paper or cloth Placemats--paper or cloth Large Manila Paper Magic Markers Construction paper cutouts of utensils Placemats with setting outlines
3.) The teacher will put tablecloth or placemats on the table. Upon demonstration the student will put plates on the table in their appropriate place.	The teacher will point out tablecloth and then put either tablecloth or placemats on table. The teacher will then put plates in proper position. Upon request and with physical assistance, if necessary, the student will imitate. The teacher will provide manilla paper with outlines of plates (and other utensils) drawn on with felt tip marker. Construction paper cutouts of utensils will be provided. Upon request, the student will paste cutouts in proper position (mount on wall or bulletin board).	
4.) Upon demonstration, the student will place cups into proper position.	The teacher will set table with placemats and all utensils. Upon request and with physical assistance, if necessary, the student will imitate. Teacher can use placemats that have the outlines of plates, glasses, napkins & utensils in the proper place to aid student in placement.	
5.) Upon demonstration, the student will place tablecloth or placemats, plates, cups or glasses, and other utensils in proper position on table.	The student will set table with outlined placemats. Explain to the student the proper arrangement of the utensils.	
6.) The student will set the table independently.	The students assigned to lunch duty will independently set table when it is time to begin eating. Placemats without outlines are used. For more advanced students, other utensils such as those used for serving, etc. and the placement of centerpieces, etc. can be employed.	

PLN NO. 8: Learning to Assist in Homemaking

Content Area III: Serving Food

Item No. 2: Serving Food

PREREQUISITE SKILLS

Receptive Language
Ability to Imitate
Ability to Follow IM directions
Gross and Fine Motor Coordination
Visual Tracking

RELATED CONTENT ITEMS

Passes and Serves Food P. 333
Pours P. 334
Transporting Liquids P. 347
Setting Table P. 452

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration, the student will identify equipment to be used.	The teacher will assemble all the equipment needed and name each item while pointing to that same item. Upon verbal request, "Point to _____", student will do so. A variety of pictures or photographs should be available. Start with two pieces of equipment and build up as the student learns each new piece. Matching pictures to items, items to items, pictures to pictures, followed by pointing to the items and then verbally labeling.	A variety of serving dishes, including platters, bowls, gravy boat, etc. A variety of serving tools including those to "pick up" such as slotted spoons, large meat forks, pincers or hamburger turners, etc. and those for using at table such as large spoons, meat fork, carving knife.
3.) Upon demonstration, the student will assemble serving dishes to be used and place them near stove or wherever food is prepared.	The teacher will assemble all equipment near place where food is prepared. Upon verbal request, the student will do the same. To start, the equipment should be out of cupboards for ease in finding. Later, the items should be inside cupboards.	A variety of actual food, including finger foods, (potatoes, chips,) cold food, hot food.
4.) Upon demonstration, the student will fill serving dishes with food.	The teacher will scoop food from pan, bowl, etc. and place in serving dish. Upon request, the student will do same. Physical assistance may be given if necessary. Fill one of two plastic (large) bowls with dry rice. The student, using a scoop, will transfer the rice from one bowl to another. (Start filling with potato chips and lead gradually up to hot, messy food).	8-10 plastic bowls (fairly large) Rice Kitchen Scoops
5.) Upon demonstration, the student will carry filled dishes to table making sure appropriate serving utensils accompany.	The teacher will carry filled dishes (start with potato chips--work up to hot, messy food) to table being careful not to spill and sitting the dish near center of table. Upon verbal request, the student will do same.	1" wooden beads
6.) The student will serve food upon request. (Some supervision may be needed with extremely large, hot meals)	At this point, the student should be able to serve food independently from start to finish. Any of the above steps or similar activities could be used for reinforcement.	

PLN NO 8: Learning to Assist in Homemaking

Content Area IV: Meal Cleanup

Item No. 1: Clearing Table of Dishes

PREREQUISITE SKILLS -454-

Eye-Hand Coordination
Ability to Imitate
Ability to follow Directions
Visual Tracking
Gross and Fine Motor Coordination

RELATED CONTENT ITEMS

Stacking P. 400
Meal Cleanup P. 455-464

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and presentation of verbal cue, the student will point to items used in the kitchen.	Teacher will present the student with two items on the table. Teacher will identify the items and repeat the verbal cue having the student imitate the desired response. Suggested items: silverware, serving utensils, glasses, cups, salt, pepper, catsup, sugar, etc. Physical assistance may be necessary.	Dishes and utensils that are used in meal preparation. Pictures of place settings found in magazines.
3.) Upon demonstration of task and presentation of verbal cue, student will sort items into stacks of plates, silverware, glasses, etc.	Student will sort pictures, photographs, etc. into appropriate stacks. Teacher will demonstrate desired response and have the student imitate the action. For example: Plates stacked with plates, silverware together, utensils together, etc.	
4.) Student will carry all plates, utensils, etc. to counter beside sink.	Student will sort utensils, dishes etc. into appropriate stacks and carry each stack to the counter beside the sink upon request. Student may use tray to carry dishes to sink counter. Teacher should demonstrate the desired response. Physical and verbal assistance may be necessary.	
5.) Student will carry all dishes, utensils to the counter beside the sink and carry condiments to another counter.	Upon presentation of verbal cue, "Please take the used dishes to counter", student will stack dishes appropriately on table, condiments and food scraps will be present on a table. Teacher will demonstrate the desired response and the student will remove the food and spices to another counter.	
6.) Student will independently carry used dishes to counter beside sink, clean off food scraps and condiments.	Upon completion of a meal the student will independently clear table of dishes and condiments. Teacher should explain the procedure involved in cleaning the table and disposing of food scraps.	

PLN NO 8: Learning to Assist in Homemaking

Content Area IV: Meal Cleanup

Item No. 2: Wiping Off Tables and Counters

PREREQUISITE SKILLS

Ability to Imitate
Follows Multiple Directions
Eye-Hand Coordination
Visual Tracking
Gross and Fine Motor Coordination

RELATED CONTENT ITEMS

Daily and Weekly Tasks P. 127
Setting Table P. 452
Clearing Table of Dishes P. 454

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning; instruction on this item.		
2.) Upon teacher's demonstration of task and verbal cue, "Do this", student will dampen cloth.	Student observes as teacher submerges cloth, lifts rag out of the water, and holds it above the water. Following verbal cue, "Do this", student repeats the above task as teacher verbally describes the action. (Example: John wets towel.) Teacher presents table, wash cloth. Following verbal cue, "Show me", student responds by pointing to appropriate one. Teacher presents students with two towels, one wet, one dry. Following teacher's request, "Point to wet towel", student responds by pointing to appropriate one.	Clean cloths or rags Sink (water) bucket or can Masking tape Table
3.) Upon teacher's demonstration of task and verbal cue, "Do this", student will squeeze excess water from cloth.	Student observes as teacher holds cloth over water with one hand and grasps bottom half of cloth with other hand, squeezing firmly. Following verbal cue, "Do this", student repeats above task as teacher verbally describes action. (Example: John is squeezing towel.) Teacher should also show students how to dampen and squeeze out cloth in sink, if bucket is not available.	
4.) Upon teacher's demonstration of task and verbal cue, "Do this", student will wipe off table.	Student observes as teacher places dampened rag on table or counter and moves it across the entire table or counter top. Following verbal cue, "Do this", student repeats above task as teacher verbally describes action. (Example: John wipes table.) Some dirtier jobs may require student to rinse and wring out cloth more than once before job is completed. Teacher should demonstrate this procedure. Student may wish to wipe crumbs from table before using dampened rag.	
5.) Upon teacher's demonstration of task and verbal cue, "Do this", student will dry off table.	Student observes as teacher takes clean, dry towel and places it on table or counter, moving it over entire table or counter top. Following verbal cue, "Do this", student repeats above task as teacher verbally describes action. (Example: John dries table.) Teacher can divide up table or counter top into three or four sections with masking tape. After table or counter becomes soiled, a simple game can be played. Have each student wipe and dry one section. Student finishing first with cleanest area is winner.	
6.) Student will independently wipe off table without supervision.	Without any verbal or physical cues, student will independently dampen and wring cloth, wipe and dry table or counter top. Teacher should rotate assignments for wiping off tables or counters after lunches, cooking lessons, milk break and art classes.	

PLN NO. 8: Learning to Assist in Homemaking

Content Area IV: Meal Cleanup

Item No. 3: Scraping Dishes, Pots and Pans

PREREQUISITE SKILLS -456-

Receptive Language
Gross and Fine Motor Coordination
Ability to Imitate
Visual Tracking
Eye-Hand Coordination

RELATED CONTENT ITEMS

Kitchen Dishwasher P. 411
Meal Cleanup P. 454-461

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration of task and verbal cue "Do this" student will take plates at table and put all remains into one.	Student observes as teacher takes rubber spatula and wipes and empties plates onto another plate. Following verbal cue, "Do this" student repeats the above task as teacher verbally describes action.	Plates Food Spatula Napkins
3.) Upon teacher's demonstration of task and verbal cue "Do this" student will follow above with the use of bowls, desert plates, etc.	Student observes as teacher takes napkin and wipes and empties bowls, desert plates, etc. Following verbal cue, "Do this" student repeats the above task as teacher verbally describes action.	
4.) Upon teacher's demonstration of task and verbal cue "Do this" student will follow above with cooling items. (Pots, pans)	Student observes as teacher takes spoon or rubber spatula to clean pots and pans. Following verbal cue, "Do this", student repeats the above task as teacher verbally describes task. If food is to be scraped for garbage, refer to item on garbage disposal, if food is to be stored refer to storage of left overs.	
5.) Upon teacher's verbal cue, "Do this" student will scrape all dishes and pots and pans.	With teacher's verbal description "Do this" student will independently scrape dishes, pots and pans.	
6.) Student will independently scrape dishes and pots and pans.	Without any verbal or physical cues, student will scrape dishes, pots and pans.	

PLN NO 8: Learning to Assist in Homemaking

Content Area IV: Meal Cleanup

Item No. 4: Garbage and Trash Disposal

PREREQUISITE SKILLS

Ability to Imitate
Follows Multiple Directions
Receptive Language
Fine and Gross Motor Coordination
Visual Tracking

RELATED CONTENT ITEMS

Daily and Weekly Tasks P. 27
Maintenance P. 409
Scraping Dishes, Pots, and Pans P. 456

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration of task and verbal cue "Do this" student will discriminate trash from garbage.	Student observes as teacher sorts garbage from trash. Following verbal cue, "Do this" student repeats task as teacher verbally describes action. Garbage will be either placed in bag (wrapped) to be put in trash or placed in garbage disposal with direction, "put garbage in disposal".	Trash Can Garbage (food) Trash (paper, metal) Garbage disposal
3.) Upon teacher's demonstration of task and verbal cue "Do this" student will place items appropriately.	Student observes as teacher places trash and garbage in trash can. Following verbal cue, "Do this" student repeats task as teacher verbally describes action. If disposal is used, student follow teacher's demonstration and verbal description of placing food in disposal, turning on cold water, turning on unit, and turning off when task is completed.	
4.) Upon teacher's demonstration of task and verbal cue "Do this", student will sort and place garbage and trash appropriately.	Student observes as teacher sorts garbage and trash, and places appropriately either in disposal or trash can. Student repeats task as teacher verbally describes action.	
5.) Upon teacher's verbal cue "Do this" student will sort and place garbage and trash appropriately.	Student follows direction and sorts and places trash and garbage appropriately. Group assignments may be used to promote independence.	
6.) Student will independently sort and place trash and garbage without supervision.	Without any verbal or physical cues, student will independently sort and place trash and garbage.	

PLN NO 8: Learning to Assist in Homemaking

Content Area IV: Meal Cleanup

Item No. 5: Storage of Left Overs

PREREQUISITE SKILLS -458-

Ability to Imitate
Receptive Language
Eye-Hand Coordination
Fine and Gross Motor Coordination
Visual Tracking

RELATED CONTENT ITEMS

Following Simple to Multiple Directions in
Sequence P. 80
Meal Cleanup P. 454-457

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration of task and verbal cue, "Show me" student will discriminate storing devices.	Teacher presents plastic containers, baggies, wax paper, and plastic wrap. Following verbal cue, "Show me", student responds by pointing to appropriate one. Plastic wraps will stick to plates or containers.	Storage Container Food Baggies Wax Paper Plastic Wraps Clay Play Food
3.) Student will place foods in specific containers upon request.	Teacher puts foods in appropriate containers. Following request, "Do this" student repeats above task as teacher verbally describes action.	
4.) Upon teacher's demonstration of task and verbal cue "Do this", student will take food and place in appropriate container.	Student observes as teacher finds appropriate container for food and places. Following verbal cue, "Do this", student repeats above task as teacher verbally describes action. Teacher can have students compare the various sizes of containers and have them pick out the best size for the amount of food that remains.	
5.) Upon teacher's verbal cue "Do this" student will find appropriate container for food and plate.	Student follows direction, "Do this" and finds container for food, places and puts in correct location. Refrigerator should be located once food is stored. Initially student could practice wrapping plastic play foods or clay.	
6.) Student will independently select appropriate container for food, place, and store.	Without any verbal or physical cues, student will independently select container, place food, and store.	

PLN NO 8: Learning to Assist in Homemaking

Content Area IV: Meal Cleanup

Item No. 6: Washing Dishes (Manual)

PREREQUISITE SKILLS

Ability to Imitate

Receptive Language

Gross and Fine Motor Coordination

Visual Tracking

RELATED CONTENT ITEMS

Kitchen Dishwasher P. 411

Scraping Dishes, Pots and Pans P. 456

Drying Dishes P. 460

Washing Dishes (Mechanical) P. 461

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration of task and verbal cue "Do this", student will close sink, add warm water and detergent.	Student observes as teacher puts stopper in sink, adds warm water, and detergent. Teacher demonstrates to student how little detergent is needed. Following verbal cue, "Do this", student repeats above task as teacher verbally describes the action. Teacher aids the student in adjusting the water for desired temperature.	Sink Dishes Detergent Dish Cloth Dish Towel Water (tempered) Dish Rack
3.) Upon teacher's demonstration of task and verbal cue "Do this", student will place glasses, plates, mugs, bowls, cups, silver pots and pans in this order as sink volume permits.	Student observes as teacher puts glasses, china, silverware, pots and pans as sink permits. Following verbal cue, "Do this" student repeats above task as teacher verbally describes the action. Initially non-breakables should be used. Initially students should place single groupings in at one time. Example: glasses go in, then washed, followed by china, etc. Initially teacher may desire to have students place only one item at a time into the sink.	
4.) Upon teacher's demonstration of task and verbal cue "Do this", student will take dish cloth and wash each grouping.	Student observes as teacher puts cloth in water and washes glasses, china, etc. Following verbal cue, "Do this" student repeats task as teacher verbally describes action. Initially students should have heavily soiled items, so easy observation can be made of cleaning process.	
5.) Upon teacher's demonstration of task and verbal cue "Do this" student will run clean warm water over dishes and place either on drying towel or rack.	Student observes as teacher puts washed dish either under running warm water or sink of clean warm water, dips, and places on towel or rack. Following verbal cue, "Do this" student repeats task as teacher verbally describes action.	
6.) Student will independently wash, rinse, and stack dishes.	Student will independently wash, rinse, and stack dishes without any physical or verbal cues.	

PLN NO 8: Learning to Assist in Homemaking

Content Area IV: Meal Cleanup

Item No. 7: Drying Dishes

PREREQUISITE SKILLS - 400-

Receptive Language
Ability to Imitate
Follow Multiple Directions
Gross and Fine Motor Coordination
Visual Tracking

RELATED CONTENT ITEMS

Stacking P. 404
Kitchen Dishwashing P. 411
Washing Dishes (Manual) P. 439

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration of task, and verbal cue, student will discriminate wet dishes from dry dishes and identify appropriate drying towel.	On a counter, place one item of each table piece, one wet, one dry. Have student feel for tactile differences. With verbal cue and minimal physical assistance, have student discriminate difference. On counter, place one dry towel, one wet and have students follow procedure above. Teacher should also explain to students that dish towels are not to be used for washing face.	Dishes Drying Towel Drying Rack Counter
3.) Upon teacher's demonstration of task, and verbal cue student will dry items such as plates, saucers, bowls, glasses, etc.	Teacher takes wet dish from rack, and as she/he dries, verbally describes her/his task. Teacher presents verbal cue and student imitates the desired response. Physical assistance may be necessary. Initially plastic or other non-breakable dishes should be used.	
4.) Upon teacher's verbal cue, students will dry dishes and with teacher demonstrations will sort and stack dishes in sets.	Teacher will verbally cue student to dry dishes. While students observe, the teacher will demonstrate the procedure involved in stacking dishes appropriately. Teacher will assist the student in the stacking task.	
5.) Upon teacher's verbal cue, student will dry, sort, and stack dishes.	As a group direction, teacher will ask that dishes be dried and stacked. Students will be assigned job duties in kitchen, with drying as a task. Teacher will assist by providing verbal guidance if necessary.	
6.) Student will independently dry and stack the dry dishes in the appropriate manner.	With a job chart, student will be told task and will be able to complete independently. Teacher may use a checklist and have the student check off the individual duties as he/she completes them. Teacher also demonstrates what to do with wet towel. Verbal assistance may be necessary.	

PLN NO 8; Learning to Assist in Homemaking

Content Area IV: Meal Cleanup

Item No. 8; Washing Dishes (mechanical)

PREREQUISITE SKILLS

- Ability to Imitate
- Receptive Language
- Follows Multiple Directions
- Visual Tracking
- Gross and Fine Motor Coordination
- Color Discrimination

RELATED CONTENT ITEMS

- Electrical Outlets P. 354
- Kitchen Dishwasher P. 411
- Scraping Dishes, Pots and Pans P. 456

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration of task and verbal cue "Do this" student will stack dishes in dishwasher	Student observes as teacher places dishes in washer. Verbally she should detail types, and positions in washer. Following her verbal cue, "Do this" student repeats the task as teacher verbally describes. For additional practice, stacking could be practiced with drying dish racks with comparable make up with washer racks. Could also aid with working individually with students away from washer.	Dish Rack Assorted Dishes Dishwasher Dishwasher Detergent
3.) Upon teacher's demonstration of task and verbal cue "Do this" student will add detergent from pre-measured cup, close, and turn washer on to color-coded start position.	Student observes as teacher places detergent in machine, closes machine, and tumedial to color-coded start position. Following her verbal cue, "Do this" student repeats task as teacher verbally describes. Color-coding may aide non-readers as well as giving an indication as to when the cycle has been completed.	
4.) Upon teacher's demonstration of task and verbal cue "Do this" student will unload wash and stack dishes appropriately.	Student observes as teacher opens washer, stacks dishes, and returns to cupboards. Following her verbal cue, "Do this" student repeats as teacher verbally describes.	
5.) With only teacher's verbal cue, "Do dishes", student will complete steps 2, 3, 4 with physical assistance only when requested.	Student completes loading, operating, and unloading of dishwasher when he hears verbal cue, "Do dishes". If he has difficulty and requests help, teacher should offer physical assistance.	
6.) Student will independently load, run, and unload a dishwasher.	Without any verbal or physical cues, student will independently load, operate, and unload a dishwasher.	

PLN NO 8: Learning to Assist in Homemaking

Content Area IV: Meal Cleanup

Item No. 9: Wiping Up Spills

PREREQUISITE SKILLS -402-

Receptive Language
Gross and Fine Motor Coordination
Ability to Imitate
Following Multiple Directions

RELATED CONTENT ITEMS

Transporting Liquids P. 347
Broken Glass P. 355
Maintenance P. 409
Washing Floors P. 474

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher demonstration and verbal cue, "Wipe up" student will use a sponge, paper or cloth towel to wipe up small (1/8 cup) spill.	Students sit around table as teacher passes a small amount of water in front of each and hands each student a towel. Teacher says, "Wipe up" as physical assistance is given to wipe it all completely. Teacher fades physical assistance until student can wipe up small spill thoroughly alone. Students practice squeezing cloths and sponges.	Water Paper towel or small cloth or sponge Mop Rag Towel Sponge
3.) When presented with a sponge, mop, rag, and towel, student will select correct object to wipe up a spill on table or floor with assistance.	Teacher gives each student one of available items with which to wipe up spills. Teacher creates a spill and students try various methods of wiping it up with verbal assistance from teacher. "Mops are for floors, that is a big spill we'll need a big rag, squeeze it out in the sink and come back for more". Teacher may list the objects used to wipe up spills.	
4.) When presented with a large spill, student will wipe it up with a mop or sponge and pail.	Teacher demonstrates the method for large spills: "wipe, squeeze, wipe, squeeze" until area is clear. Student repeats process. Both squeeze mop and string mop should be demonstrated so that student is familiar with both.	
5.) After cleaning a spill, student will rinse out materials used and put them away.	Teacher demonstrates correct rinsing and disposing of materials used then assists as students finish cleaning a spill.	
6.) Student is independent in wiping up spills.	Student can clean up after students in lunchroom and after messy art project.	

PLN NO. 8: Learning to Assist in Homemaking

Content Area IV: Meal Cleanup

Item No. 10: Sweeping Floor

PREREQUISITE SKILLS

Receptive Language

Ability to Imitate

Gross and Fine Motor Coordination

Visual Tracking

RELATED CONTENT ITEMS

Broken Glass P. 355

Maintenance P. 409

Garbage and Trash Disposal P. 457

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration of task and verbal cue, "Show me" student will identify equipment and problem to be solved.	Student observes as teacher identifies broom, dust pan, dirty floor following verbal cue, "Show me" student repeats above task as teacher verbally describes. Both kitchen brooms and shov; push brooms should be introduced.	Brooms Dust Pan Soiled Floor Oatmeal Blocks
3.) Upon teacher's demonstration of task and verbal and/or physical assistance student will sweep floor.	Student observes as teacher sweeps floor. Following verbal cue, "Do this" student repeats task as teacher either physically helps or verbally describes. May initially start with sweeping blocks, bottle caps, then advance to oatmeal covered floor, then normally soiled floor. Teacher demonstrates removal of obstacles, such as throw rugs, toys, or chairs from floor prior to sweeping. (See PLN #6, Content Area II, Item 5 for tasks on moving chairs and desks.)	
4.) Upon teacher's demonstration of task and physical and/or verbal assistance, the student will direct dirt in dust pan and dispose.	Student observes as teacher sweeps dirt in dust pan and disposes properly. Student repeats task as teacher either physically helps and/or verbally describes. Blocks again may be used for initial trials. Teacher can divide the students into teams of two, one for the broom and one for the dust pan. Students exchange roles.	
5.) With verbal cue, "Sweep the floor", student will sweep, direct in dust pan, and dispose.	Listening for verbal cue, "Sweep the floor", student will independently sweep floor and dispose of waste. Sweeping to music will aid the uncoordinated child in acquiring rhythmic sweeping motions. Teacher demonstrates how to sweep out corners.	
6.) Student will independently sweep and dispose.	Without any verbal or physical assistance, student will sweep floor and dispose of waste independently.	

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PLN NO 8: Learning to Assist in Homemaking

Content Area IV: Meal Cleanup

Item No.11: Cleaning Sink

PREREQUISITE SKILLS -464-

Ability to Imitate
Ability to Follow Directions
Receptive Language
Fine and Gross Motor Coordination
Visual Tracking

RELATED CONTENT ITEMS

Maintenance P. 409
Kitchen Dishwasher P. 411
Wiping Off Tables and Counters P. 455

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration of task and verbal and/or physical assistance student will "wet" sink and sprinkle with cleanser.	Washing tables or other items are a good lead-in activity. (See PLN #8, Content Area IV, Item 2 Wiping Off Tables and Counters.) The teacher will wet sink with tap water and sprinkle wet sink with cleanser. Upon verbal cue to begin and physical assistance, the student will imitate. Teacher demonstrates proper amount of cleanser to use. Activities would include identifying messy and clean sink from actual models or pictures/photographs, and possible reasons to have sink clean. Grasping activities such as passing large sponges around in circles help.	Kitchen Cleanser Sponges Sink Pictures/photographs of messy and clean sinks Rag Fruit Juice
3.) Upon teachers demonstration of task and verbal cue, "Do this" and/or physical assistance, student will scour sink using sponge or cloth.	The teacher will scour sink with sponge or dish rag making sure all grime is loosened. Upon request, student will do same. Physical assistance may be given. Making sure the sink is noticeably dirty will help the student—use fruit juice (raspberry, etc.) to "stain" sink.	
4.) Upon demonstration by teacher and verbal and/or physical assistance, student will rinse sink and put away materials.	The teacher will rinse sink making sure all cleanser is removed and then wring cloth/sponge to put away. All equipment, cleanser, etc. should be put away at this time. Upon request and verbal and/or physical assistance, student will imitate.	
5.) Upon verbal cue <u>only</u> the student will clean sink.	The student will wash and rinse sink and put away with verbal assistance only. Sequencing tasks such as a game involving remembering instructions to find an object is helpful.	
6.) Independently, the student will clean sink.	Student will independently clean sink.	

PLN NO 3: Learning to Assist in Homemaking

Content Area V: Household Skills

Item No. 1: Daily Bed Making

PREREQUISITE SKILLS

Receptive and Expressive Language
Ability to Imitate
Follows Multiple Directions
Gross and Fine Motor Coordination

RELATED CONTENT ITEMS

Daily and Weekly Tasks P. 27
Household Skills P. 466-470

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration of task and verbal cue, student will pull sheet up on bed.	Following teacher's demonstration of task and verbal cue, "Pull the sheet up;" student pulls sheet up and spreads it evenly over bed. Physical assistance may be given if necessary. Student should be able to identify various pieces of bedding.	Bed Sheet (flat) Blanket Pillow Bed Spread
3.) Upon teacher's demonstration of task and verbal cue, student will pull blanket up over sheet.	Following teacher's demonstration of task and verbal cue, "Pull the blanket up", student pulls blanket up and spreads it evenly over sheet and bed. Physical assistance may be given if necessary.	
4.) Upon teacher's demonstration of task and verbal cue, student will fold down the top portion of the blanket and sheet.	Following teacher's demonstration of task and verbal cue, "Fold;" student grasps the top of the sheet and blanket and folds the edges over.	
5.) Upon teacher's demonstration of task and verbal cue, student will place pillow appropriately.	Following teacher's demonstration of task and verbal cue, "Pillow;" student will place pillow at head of bed. Teacher may assist student in fluffing it up.	
6.) Upon teacher's demonstration of task and verbal cue, student will cover bed with spread.	Following teacher's demonstration of task and verbal cue, "Spread;" student will put spread over bed and pillow appropriately. Teacher may assist student in tucking spread under pillow if desired. A plaid or striped bedspread would aid the student in lining up the bedspread. After this level is achieved student should be able to make the bed independently following verbal cue, "Make bed;"	

PLN NO 8: Learning to Assist in Homemaking

Content Area V: Household Skills

Item No. 2: Changing Bed

PREREQUISITE SKILLS -466-

Gross and Fine Motor Coordination
Follows Multiple Directions in Sequence
Receptive Language
Ability to Imitate
Visual Tracking

RELATED CONTENT ITEMS

Daily and Weekly Tasks P. 27
Household Skills P. 465-469
Sorting Clothes for Laundry P. 482

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can take off all sheets, blankets, pillow cases and put in laundry upon teacher's demonstration and verbal cue, "Do this".	Student observes as teacher takes off sheets, blankets, pillow cases, and places in laundry room. Following cue, "Do this," student repeats the above task, as teacher verbally describes action. Student may need physical assistance. Teacher can display bulletin board with proper sequences pictured.	Bed Sheets Pillow Pillow Case Blanket
3.) Upon teacher's demonstration and verbal cue, "Do this", student can put bottom sheet on bed followed by top sheet and blanket in proper sequence.	Teacher will explain the sequence of steps and the student will make the bed using the proper sequence of steps.	
4.) Upon teacher's demonstration and verbal cue, "Do this", student will arrange covers neatly.	Student observes as teacher demonstrates how to place covers neatly. Following verbal cue, "Do this" student repeats task as teacher verbally describes action.	
5.) Student will remove sheets from bed, place sheets and covers in proper area that need washing, place new sheets on bed and smooth.	Student listens for verbal cue, "Do this" and completes task with minimal verbal and physical assistance. Teacher can have students working in teams of two.	
6.) Student will replace the linen and make the bed, arranging the covers in the proper sequence.	Teacher may need to verbally assist the student. Teacher should list a few reasons why people change their linen.	

PLN NO 8: Learning to Assist in Homemaking

Content Area V: Household Skills

Item No. 3: Making Bed--Fitted Sheets

PREREQUISITE SKILLS

Receptive Language
Ability to Imitate

Follows Multiple Directions
Gross and Fine Motor Coordination
Color Discrimination and Matching

RELATED CONTENT ITEMS

Daily and Weekly Tasks P. 27
Household Skills P. 465-469

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) With teacher's demonstration of task and verbal cue, "Do this" student will identify corners of bed, corners of sheet.	Student observes as teacher identifies corners of bed and sheet. Following verbal cue "Do this" student repeats task as teacher verbally describes the action. Teacher presents corners, of sheet, bed. Following verbal cue "Show me" student responds by pointing to appropriate one.	Fitted Bed Sheet Colored Tabs (Tape or material) Bed
3.) With teacher's demonstration of task and verbal cue, "Do this", student will lay sheet on mattress and match corners on bed.	Student observes as teacher models correct procedure, putting sheet on mattress with corners matching. Teacher may provide physical assistance. To aid student in matching corners of sheet to corners of mattress, teacher can mark corners of both sheets and mattresses with matching colored tabs.	
4.) With teacher's verbal cue and physical assistance, student will pull one corner over mattress corner.	Student observes as teacher models correct procedure, pulling one corner of the sheet over the corresponding corner of the mattress. Teacher may provide physical assistance.	
5.) With only teacher's verbal assistance, student will pull all four corners over mattress.	Following verbal cue, "put sheet on bed", student places all corners on mattress.	
6.) Student will put fitted sheet on mattress independently.	Without any verbal or physical cues, student will independently place fitted sheet on mattress.	

PLN NO 8: Learning to Assist in Homemaking

Content Area V: Household Skills

Rem No. 4: Making Bed-- Flat Sheet

PREREQUISITE SKILLS -468-

Receptive Language

Ability to Imitate

Follows Multiple Directions

Gross and Fine Motor Coordination

Color Discrimination and Matching

RELATED CONTENT ITEMS

Daily and Weekly Tasks P. E7

Household Skills P. 465-469

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) With teacher's demonstration and verbal cue, "Do this", student with physical assistance will lay flat sheet on bed evenly and smoothly.	Student observes as teacher lays flat sheet on bed evenly and smoothly. Following verbal cue "Do this", student repeats the above task as teacher verbally describes the action. To aid student in matching corners of sheet to corners of mattress, teacher can mark corners of sheets and mattresses with corresponding colored tabs.	Flat Sheet Mattress Colored Tabs
3.) With teacher's demonstration and verbal cue, "Do this", student will tuck bottom.	Same as above with addition of demonstration and practice of tucking bottom of sheet. Teacher should stress tucking the corners of the sheet in tightly. If sheets are of the plain variety, teacher can also mark top of sheet with colored tab to aid student in placing it on bed right side up.	
4.) With teacher's physical assistance and verbal cue, "Do this", student will pick up sheet at mark and reverse triangle.	Same as above with addition of demonstration and practice of picking up sheet at marked part of sheet and making triangle. Pre-marked sheets with triangles should be used.	
5.) With teacher's physical assistance and verbal cue, "Do this", student will tuck in base of triangle then pulls rest of sheet down.	Same as above with addition of demonstration and practice of tucking in base of triangle then pulling rest of sheet down.	
6.) Student will put on flat sheet appropriately without supervision.	Student will put flat sheet on the bed and tuck corners in with minimal verbal or physical guidance.	

PLN NO 8: Learning to Assist in Homemaking

Content Area V: Household Skills

Item No. 5: Putting on Pillowcases

PREREQUISITE SKILLS

Receptive and Expressive Language
Ability to Imitate
Follows Multiple Directions
Gross and Fine Motor Coordination
Visual Tracking

RELATED CONTENT ITEMS

Daily and Weekly Tasks P. 27
Household Skills P. 465-468

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration of task and verbal cue student spreads empty pillowcase out.	Following demonstration of task and verbal cue, "Spread pillowcase" student lies pillowcase out flat on table or bed. Physical assistance may be given if necessary.	Pillowcase-various sized pillows
3.) Upon teacher's demonstration of task and verbal cue, student places pillow next to pillowcase opening.	Following demonstration of task and verbal cue, "Put pillow next to the pillowcase", student places pillow appropriately. Initially to aid the student, a pillowcase larger than the actual pillow should be used. As student progresses larger pillows can be substituted. Teacher can place colored tape on pillow edges to aid the student in discriminating them.	
4.) Upon teacher's demonstration of task and verbal cue student will open end of pillowcase.	Following demonstration of task and verbal cue, "Open the pillowcase" student will do so. Physical assistance may be provided. Initially pillowcases a bit larger than the pillow can be used.	
5.) Upon teacher's demonstration of task and verbal cue student will put ends of pillow into case.	Following demonstration of task and verbal cue, "Put end of pillow into pillowcase", student will do so. Initially teacher may hold pillowcase open as student pushes pillow in. Teacher can start by placing pillow partially inside case and have student place other part in. It may be easier for student to place one end of the pillow into the pillowcase at a time.	
6.) Upon teacher's demonstration of task and verbal cue student will put pillow into pillowcase.	Following demonstration of task and verbal cue, "Grab top of the pillowcase and pick it up", student will grasp top of pillowcase with two hands and shake it until the pillow falls in. Physical assistance may be provided.	

PLN NO 8: Learning to Assist in Homemaking

Content Area V: Household Skills

Item No. 6: Keeping a Room Neat and Clean

PREREQUISITE SKILLS -470-

Follows Multiple Directions

Receptive Language

Ability to Imitate

Gross and Fine Motor Coordination

Color Discrimination

RELATED CONTENT ITEMS

Pulse Materials Away P. 81

Garbage and Trash Disposal P. 487

Sweeping Floor P. 483

Dusting and Waxing P. 471

Vacuuming P. 472

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher demonstration and verbal cue, "put away", student will replace one toy or item.	Teacher brings one toy to center of room from its place, then replaces it. A game can be played where three things are lined up on a shelf, then teacher brings one across the room then student must replace it in correct position. When starting this unit, the adage "a place for everything and everything in its place" must apply to the room.	Classroom with specific storage places for all equipment. Dusting, sweeping, vacuuming equipment.
3.) Upon verbal assistance from teacher, "put away", student will replace an item he has been using to its proper place.	Students are rewarded for promptly replying to the command and putting the object in the correct place. Teacher says, "Put away" to student. If student does not respond, teacher physically assists student in collecting all parts, walking to correct spot and putting it away repeating the command. Teacher can color code toys and appropriate areas where they belong.	
4.) When presented with a number of things out of place, student will pick up the room when given verbal assistance.	Starting with two objects, teacher assigns, "Room Cleaner for the Day". Student must put the two things away properly to wear the badge. Gradually the number of things out of place is increased along with position of light furniture and scrap paper, etc. Many times a whole roomful of toys looks like too much to a youngster and he rebels at putting them away. Having a parent or teacher "help" gives a good model as well as encouragement that it is not too much.	
5.) With assistance student will straighten and clean a room by sweeping or vacuuming and dusting.	Teacher demonstrates a condition that warrants action (eg. dust on shelf) then demonstrates proper procedure. Student repeats procedure. (See PLN #8, Content Area IV, Item 10 Sweeping.)	
6.) The student is independent in maintaining neatness and cleanliness of a room.	Maintaining neatness of room can be prerequisite for allowance, rewards, etc. and a productive member of the class or family.	

PLN NO 8: Learning to Assist in Homemaking

Content Area V: Household Skills

Item No.7: Dusting and Waxing

PREREQUISITE SKILLS

Gross and Fine Motor Coordination

Ability to Imitate

Visual Tracking

Eye-Hand Coordination

RELATED CONTENT ITEMS

Keeping a Room Neat and Clean P. 470

Washing/Waxing Car Exterior P. 480

Cleaning Car Interior P. 481

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task, student will grasp cloth in hand.	Following a demonstration of the task, student will grasp cloth in hand. Teacher displays clean rags and dirty rags. Following verbal cue, "Which one do we use for dusting?", student picks appropriate one.	Dusting Cloths Polishes, Waxes
3.) Upon demonstration of task, student will grasp can of polish (spray or liquid).	Teacher displays various types of polishes and waxes appropriate to the type of surface to be cleaned. Following a verbal cue, "Pick up the wax/polish," student does so appropriately.	
4.) Upon demonstration of task, student will apply polish to surface.	Teacher demonstrates the use of various types of polishes and waxes. Teacher shows student how to pour out liquids and spray aerosols. The dangers of spray cans are explained to students.	
5.) Upon demonstration of task, student will dust (wax) surface.	Teacher demonstrates dusting movements with cloth. Student imitates movements, dusting in one direction.	
6.) Student will independently dust and wax designated surfaces.	Student can independently dust designated furniture as daily or weekly task.	

PLN NO. 8: Learning to Assist in Homemaking

Content Area V: Household Skills

Item No. 8: Vacuuming

PREREQUISITE SKILLS -472-

Receptive Language

Fine and Gross Motor Coordination

Visual Acuity

Ability to Imitate

Eye-Hand Coordination

RELATED CONTENT ITEMS

Electrical Outlets P. 354

Maintenance P. 408

Keeping a Room Neat and Clean P. 470

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student will plug vacuum cleaner in.	Following a demonstration of the task, student will take vacuum cleaner from where it is stored and plug it in. (See PLN #6, Content Area I, Item No. 9 Electrical Outlets.)	Vacuum cleaner and appropriate attachments Sawdust Rugs
3.) Upon demonstration of task and verbal cue, student will turn vacuum on and off.	Following a demonstration of the task and verbal cue, "Start", student turns vacuum on. Following verbal cue, "Stop" or "Off", student turns vacuum off. Teacher places proper attachments on vacuum.	
4.) Upon demonstration of task, student will hold vacuum and clean up designated area.	Student observes as teacher vacuums floor or rug. Following verbal cue, "Do this", student repeats task. Teacher puts sawdust in designated area and directs student to vacuum it up.	
5.) Upon demonstration of the task, student will be able to change attachments.	Teacher role plays, showing the difficulty one can have in trying to vacuum in narrow corners with large attachments. Teacher then substitutes smaller appropriate attachments. Student imitates, discriminating between attachments for rugs and bare floors.	
6.) Upon demonstration of the task, student will be able to empty vacuum cleaner.	Teacher demonstrates the proper procedures and cautions to take when emptying vacuum cleaner (unplug machine first).	

PLN NO. 8: Learning to Assist in Homemaking

Content Area V: Household Skills

Item No. 9: Cleaning and Disinfecting Toilet

PREREQUISITE SKILLS

Gross and Fine Motor Coordination

Ability to Imitate

Visual Tracking

Eye-Hand Coordination

RELATED CONTENT ITEMS

Maintenance P. 409

Cleaning Sink P. 464

Washing Floors P. 474

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student will "wet" bowl, sink and tub.	Following a demonstration, student will wet toilet bowl, sink and/or tub with tap water. Students should have the opportunity to observe the differences between clean and dirty fixtures.	Cleaners Disinfectants Scouring Brush Sponges, rags Access to bathroom
3.) Upon demonstration of task and verbal cue, student will sprinkle/spray cleanser on surface to be cleaned.	Following a demonstration, student will grasp can/bottle of cleanser and sprinkle it on bowl, sink and tub surface. Teacher demonstrates where to put cleanser in and around bowl, tank, and under seat.	
4.) Upon demonstration of task and verbal cue, student will scour surface using sponge or cloth.	Following a demonstration, student grasps wet sponge or cloth and scours surface, making sure all grime is loosened. Initially teacher provides physical assistance. Student may use scour brush for toilet bowl.	
5.) Upon demonstration of task, student will rinse surface off.	Following a demonstration, student will rinse off sink, bowl or tub, making sure all cleanser is removed, and cloth sponge is rinsed, wrung, and put away.	
6.) Upon demonstration of task, student will disinfect toilet.	Following a demonstration of the task, student will grasp can of disinfectant and spray on appropriate surfaces.	

PLN NO 8. Learning to Assist in Homemaking

Content Area V: Household Skills

Item No. 10: Washing Floors

PREREQUISITE SKILLS -474-

Receptive Language

Gross Motor Coordination

Ability to Imitate

Visual Acuity

RELATED CONTENT ITEMS

Maintenance P. 409

Wiping Up Spills P. 462

Sweeping Floor P. 463

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task, student will clear floor of obstacles.	Following a demonstration of the task, student will clear the floor of small furniture and throw rugs. (See PLN #6, Content Area I, Item No. 1 Cluttered Pathways and Content Area II, Item No. 5 Chairs and Desks.)	Bucket Measuring Cup Mop Floor Detergent Water
3.) Upon demonstration of the task, student will sweep floor.	Following a demonstration of the task, student will sweep the floor clean and dispose of waste. (See PLN #8, Content Area IV, Item No. 10 Sweeping Floor.)	
4.) Upon demonstration of the task, student will prepare bucket of washing liquid.	Following a demonstration of the task, student will measure out a designated amount of floor detergent and add to a bucket of water. (See PLN #8, Content Area II, Item No. 6, Measuring and PLN #6, Content Area II, Item No. 4 Pouring.)	
5.) Upon demonstration of the task, student will grasp mop and stick into bucket.	Following a demonstration of the task, student will grab mop by the handle; submerge head of mop in liquid, wring/drip it out and place it on the floor to be washed. Teacher aids student in wringing mop.	
6.) Following a demonstration of the task, student will mop floor.	Following a demonstration of the task, student will mop floor, moving mop in even strokes, in one direction. Initially teacher places hands over student's to direct mop movements. Teacher determines if floor is to be rinsed.	

PLN NO 8: Learning to Assist in Homemaking

Content Area VI: Monthly and Seasonal Household Skills

Item No. 1: Cleaning Walls

PREREQUISITE SKILLS

Ability to Imitate
Receptive Language
Ability to Follow Directions
Gross and Fine Motor Coordination

RELATED CONTENT ITEMS

Maintenance P. 409
Washing Windows P. 476

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration by teacher and verbal and/or physical assistance the student will distinguish between types of walls.	The teacher will point out different types of walls, paneled (wood), painted, papered (other if applicable). Upon request, the student will first watch, point to and then name, if verbal. Verbal and/or physical assistance may be given. Actual wall samples should be available so that the texture can be felt as well as seen. (They may be gotten at paint/wallpaper store). Pictures and photographs may also be used.	Paper Towels Clean Rags Spray Paneling Cleaner Wall Cleaner (for painted and/or papered surface) Bucket of Water Actual Wall samples (paneling painted, papered) Pictures/photographs of walls and rooms in house and school Barbells made from toothpicks and heavy globs of modelling clay
3.) Upon demonstration by teacher and verbal and/or physical assistance, the student will spray wall with proper cleaner.	The teacher will spray the wall, pointing out the fact that the spray could be dangerous if sprayed into face--emphasize this fact. Upon request, and with verbal and/or physical assistance, the student will do same. Fingers may need strengthening before the student gains much control over spray can--squeezing rubber balls, finger plays, picking up homemade, tiny barbells with help, students will make barbells. Initially student can practice by washing chalkboards. The water marks will aid the student in determining where to wash.	
4.) Upon demonstration by teacher and verbal and/or physical assistance, the student will clean walls, wiping off spray.	The teacher will wipe spray off walls with clean cloths or paper towels. (Some spray cleaners need to be washed off with water--get the simplest possible). Upon request, and verbal and/or physical assistance, the student will do same. Wiping tables, chalkboards, etc. will help gross motor skills.	
5.) With verbal assistance only, the student will clean walls.	The teacher will give student verbal assistance only when spraying and wiping walls. (Make sure wallpaper and paints are washable).	
6.) The student will clean walls upon request.	The student will clean walls with no verbal or physical assistance.	

PLN NO 8: Learning to Assist in Homemaking

Content Area VI: Monthly and Seasonal Household Skills

Item No. 2: Washing Windows

PREREQUISITE SKILLS -476-

Receptive Language
Follows Multiple Directions
Ability to Imitate
Gross and Fine Motor Coordination

RELATED CONTENT ITEMS

Unprotected Windows F. 348
Service Station P. 415
Car Wash Attendant P. 418
Washing/Waxing Car Exterior P. 480

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration and with verbal assistance, the student will identify dirty windows and equipment used.	The teacher will point to dirty window (make sure it is extremely dirty) and clean window showing contrast. The student will imitate upon request. Next, the teacher will introduce cleaning equipment and demonstrate it's use on dirty window or mirror. Upon request, the student will point to and name, different varieties of cleaning products, such as scouring powder, furniture polish, etc. should be present for contrast in choosing.	Window Cleaning solution, contained in spray type container. Clean rags, or paper towels (make sure rags are lint-free) A variety of cleaning products used for other cleaning processes, such as scouring powder, furniture polish, carpet cleaner, etc. Large 24" x 24" paper targets Food coloring to put in water for game Fingerplays, such as, "Grandmother's Glasses", "Thumbkin", etc. found in <u>Fingerplays-An Activity Book of Games, Rhymes, and Pantomimes</u> By Adelaide Hall Golden Press Inc. New York, Copyright 1964 "Squeegie" for wiping windows (could be used with rags or paper towels) A spray solution will probably be easier and less dangerous than an ammonia solution in a pail. Outside windows, especially where a ladder is used or complicated storm windows present, should be supervised
3.) Upon demonstration and with verbal and/or physical assistance, student will spray windows with window cleaner.	The teacher will spray cleaning product onto window or mirror. Upon request and with physical assistance, if necessary, the student will imitate. A game can be played as follows: a large paper target will be posted on wall, students will be given spray bottles containing colored water--a prize would be given for accuracy in using spray bottle on target. (Each student's target would have name on it). Fingerplays would be helpful for increasing finger dexterity.	
4.) Upon demonstration and with verbal and/or physical assistance, the student will wipe windows clean.	The teacher will again spray window or mirror and wipe, making sure to wipe in one direction. Upon request and with physical assistance, the student will imitate. A squeegie tool that moves downward may be easier than paper towels, etc. for students with gross motor problems. Teacher should provide a window polish that dries with a white film so the student can see where he/she is wiping.	
5.) Upon demonstration and presentation of verbal cue the student will clean windows and mirrors.	The teacher will clean window or mirror. Upon request, and with verbal assistance if necessary, the student will then clean window or mirror. Other tasks like erasing chalkboards, washing tables or other task where wiping is involved are helpful.	
6.) The student will clean windows and mirrors upon request.	Independently, with no verbal or physical assistance, the student will clean window or mirror. Jobs should be found at home, school or neighborhood where student would have incentive to do good work.	

PLN NO. 8: Learning to Assist in Homemaking

Content Area VI: Monthly and Seasonal Household Skills

Item No. 3: Defrosting Freezer

PREREQUISITE SKILLS

Receptive Language
Ability to Imitate
Follows Multiple Directions
Gross and Fine Motor Coordination
Visual Tracking

RELATED CONTENT ITEMS

Transporting Liquids P. 347
Wiping Up Spills P. 462
Boiling P. 446

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration by teacher and verbal and/or physical assistance, the student will remove all food from refrigerator and turn to OFF.	The teacher will remove all food from refrigerator and place on table or counter, (frozen food should be used up before defrosting). The teacher will then turn refrigerator to OFF. Upon request and with verbal and/or physical assistance the student will do same. Rubber/plastic food in plastic dishes may be practiced with. Safety in carrying items should be stressed. A large picture, photograph or drawing of refrigerator dial should be made available. A mock dial which student can turn may be used to practice.	Picture, drawing or photograph of refrigerator dial. Mock refrigerator dial which can be turned. Plastic or rubber food in plastic bowls.
3.) Upon demonstration by teacher and verbal and/or physical assistance the student will boil water and put pans of boiled water into the freezer and close the doors.	The teacher will place pans of water on stove to boil. When water is boiling the teacher will place pans in freezer and close both doors (freezer and refrigerator). Make sure stove is turned off. Make sure drip tray under freezer is in place. Upon request and with verbal and/or physical assistance, the student will do same. Boiling water and using stove should be a prerequisite. Safety in carrying water is a must. (See PLN #8, Content Area II, Item II Boiling.)	Pans (large) for boiling water Bucket filled with mild cleaning solution Clean Rags
4.) Upon demonstration and with verbal and/or physical assistance, the student will remove melted ice from freezer/refrigerator and wash and dry thoroughly	The teacher will wait until ice is melted, then remove drip tray from under freezer to empty. With mild cleaning solution the teacher will wash inside of refrigerator and freezer, then dry thoroughly. Upon request and with verbal and/or physical assistance, the student will do same. Washing other household items such as table, counters, sinks will reinforce this level.	
5.) With verbal assistance only, student will do previous levels and replace food, turning refrigerator ON.	The teacher will repeat previous steps and turn refrigerator ON. Upon request and with verbal assistance, the student will do same. The mock refrigerator dial can again be used.	
6.) Independently, the student will defrost freezer.	As independently as possible, the student will defrost freezer.	

PLN NO 8: Learning to Assist in Homemaking

Content Area VI: Monthly and Seasonal Household Skills

Item No. 4: Cleaning Oven

PREREQUISITE SKILLS -478-

Ability to Imitate
Ability to Follow Directions
Gross and Fine Motor Coordination
Receptive Language
Visual Tracking

RELATED CONTENT ITEMS

Following Simple to Multiple Directions in Sequence P. 80
Avoidance of Hot Water and Hot Objects P. 349
Use of Stove P. 445

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration by teacher and verbal and/or physical assistance, the student will make sure all oven dials are turned off and then wet inside of oven with sponge.	The use of oven cleaners, such as <u>Easy-Off</u>, etc. are too dangerous for TMR's to use unless constant supervision is available. Oven should be cleaned more often so that kitchen cleanser will do an adequate job. The teacher will point out oven dials, making sure dials are clearly marked and turn to OFF. Upon request, student will do same. Then teacher will take wet sponge and wipe inside of oven. Upon request, student will do same. A large cardboard model of oven control panel will be used to practice.	Kitchen Cleaners Buckets filled with water Steel Wool (SOS pads, etc.) Sponges Clean Cloths Large model of oven (dials) control panel may be made using cardboard, magic markers, fasteners (could be class project before beginning instruction on oven cleaning). Paper Towels
3.) Upon demonstration by teacher and verbal and/or physical assistance the student will sprinkle wet oven interior with kitchen cleanser and scrub hard with cloths or steel wool.	The teacher will sprinkle kitchen cleanser on wet oven surface and scrub hard (vigorously) with steel wool. Upon request, and with verbal and/or physical assistance, the student will do same. Any task involving the use of kitchen cleanser and vigorous scrubbing, such as cleaning sinks, etc. is a good "lead-in" task.	
4.) Upon demonstration by teacher and verbal and/or physical assistance, the student will rinse oven with sponges, removing all cleanser and dirt.	The teacher will rinse cleanser from oven and thoroughly dry with paper towels, pointing out that sponge must be rinsed fairly often and thoroughly wrung. Upon request and with physical and/or verbal assistance, the student will do same. Again, activities such as washing sinks, tables, etc. are extremely helpful before beginning instruction on oven cleaning.	
5.) With verbal assistance only, the student will repeat previous steps.	With verbal assistance from teacher (reminding of proper sequence of steps), the student will clean oven. Various auditory memory and sequencing tasks, such as repeating numbers in a game setting, will be helpful. Or games in which an object is hidden in the room and the student is to find it with a sequence of verbal cues.)	
6.) Independently, the student will clean oven interior.	The student will independently clean oven from start to finish. For safety's sake, the teacher should check to see that oven dials are turned OFF.	

PLN NO 8: Learning to Assist in Homemaking

Content Area VI: Monthly and Seasonal Household Skills

Item No. 5: Cleaning and Arranging Storage Space

PREREQUISITE SKILLS

Receptive and Expressive Language
Ability to Imitate
Gross and Fine Motor Coordination

RELATED CONTENT ITEMS

Puts Materials Away P. 81
Maintenance P. 409
Keeping a Room Neat and Clean P. 470

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and presentation of verbal cue, the student will identify a "clean" area as opposed to a "messy" area.	Teacher will present the student with pictures depicting both situations and have the student choose the correct picture. Teacher will demonstrate task and student will imitate. Initially teacher can have students clean and rearrange their desks.	Shelf Paper Bucket and Cleaning Solution Mop Rags Paper Towels Spray Cleaner Pictures from magazines that depict "messy" or "clean" rooms, etc.
3.) Upon demonstration of task and presentation of verbal cue, the student will remove items from specified storage space area.	The teacher will demonstrate the task, removing all items from the storage area to be cleaned. Safety precautions should be stressed. Student will imitate the desired response. Physical assistance may be necessary. Begin with a shelf/drawer, etc. that contains paper products--these items are light in weight and easy to carry.	
4.) The student will clean the storage area using the necessary items to complete the task.	Generally spray can be used to clean empty shelves and drawers. Wipe off area with clean rags. Shelf paper can be used following cleaning. Teacher can assist student in measuring, cutting and fitting paper. Physical assistance may be necessary.	
5.) The student will discard broken, damaged, or spoiled items and line the shelves with the remaining items.	The teacher will demonstrate sorting of good items and damaged ones. Teacher will place good items on the shelf/drawer. Upon request, the student will imitate the desired response. Physical assistance may be necessary.	
6.) The student will clean and rearrange a specified storage area upon request.	Teacher should stress safety precautions when using dangerous chemicals or irritating solvents. Student may need guidance when deciding which items should be kept or discarded.	

PLN NO 8: Learning to Assist in Homemaking

Content Area VI: Monthly and Seasonal Household Skills

Item No. 6: Washing/Waxing Car Exterior

PREREQUISITE SKILLS -480-

Ability to Imitate
Receptive Language
Gross and Fine Motor Coordination

RELATED CONTENT ITEMS

Car Wash Attendant P. 418
Dusting and Waxing P. 471
Cleaning Car Interior P. 481

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration by teacher and verbal and/or physical assistance, the student will roll up all car windows and shut doors tightly and spray car with water.	The teacher will roll up all car windows and close door tightly. A discussion of why this step is necessary should take place here. Upon request the student will do same. Next, the teacher will spray the car all over with water. Upon request, the student will do same. To help student gain control of spray attachment and hose (on a very warm day and wearing old clothes from home) two teams, each holding a hose will face each other (one student at a time), a string running width of yard on which is suspended a ping pong ball. Object--with spray push ball to opponents side.	Garden hose with spray attachment. Long, heavy string, ping pong ball. Soap, especially made for car finish. Clean, lint free rags. Buckets filled with water. A good one step car wax that does not need a lot of buffing.
3.) Upon demonstration, by teacher and verbal and/or physical assistance, the student will apply soap to car and wash thoroughly.	The teacher will apply soap (one made especially for cars to protect finish, soap should be mixed with water in bucket) to car with rags, making sure to cover entirely. Upon request and with verbal and physical assistance the student will do same. Student should begin washing the car from the top. Erasing chalkboards or any gross motor task involving rubbing with circular motion using entire arm is helpful. To prevent the soapy water from drying on the car, student can wash and rinse only half of the car at a time.	
4.) Upon demonstration by teacher and verbal and/or physical assistance, the student will rinse and dry car thoroughly.	The teacher will rinse car thoroughly with hose and spray. Upon request and with verbal and/or physical assistance, the student will do same. Next, with clean, dry cloths, the teacher will dry car thoroughly to prevent streaking. student will do same. See washing dishes--Daily Household Skills, Dusting--Weekly Household Skills.	
5.) Upon demonstration by teacher and verbal and/or physical assistance, the student will wax car.	The teacher will apply one step car wax to dry, clean surface. The student will do same, upon request. Polishing furniture is a good lead-up activity.	
6.) Independently, the student will wash and wax car exterior.	A car wash to raise money for a special class or school function could be given.	

PLN NO 8: Learning to Assist in Homemaking

Content Area VI: Monthly and Seasonal Household Skills

Item No. 7: Cleaning Car Interior

PREREQUISITE SKILLS

Gross and Fine Motor Coordination
Ability to Imitate
Receptive Language
Visual Tracking

RELATED CONTENT ITEMS

Car Wash Attendant P. 478
Dusting and Waxing P. 471
Vacuuming P. 472
Washing Windows P. 476
Washing/Waxing Car Exterior P. 480

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration by teacher and verbal and/or physical assistance, the student will remove all loose items from car interior.	The teacher will remove all loose items from inside of car, including papers, ashtrays, litter bag or basket, etc. With verbal and/or physical assistance, the student will do same. Teacher should remind student to look under the seat. After removing items from car, some assistance should be given child deciding what to keep and what to throw away. Ashtrays should be washed and dried thoroughly. (See washing dishes).	Dishwashing Detergent Rags—one to two dozen Window Washing Solution Upholstery Cleaner—Cloth or Vinyl Vacuuming Cleaner—standard or car size Buckets of Water
3.) Upon demonstration by teacher and verbal and/or physical assistance, the student will dust all inside surfaces of car.	The teacher, using a clean, lint-free cloth, will dust all interior surfaces, including dashboard, seats, instrument panel and other hard surfaces. Upon request and with verbal and/or physical assistance, the student will do same. A light dusting of talcum powder on surfaces will help students, to see where they are dusting. See Dusting—Weekly Household Skills.	
4.) Upon demonstration by teacher and verbal and/or physical assistance, the student will vacuum carpet (inside car).	The teacher will vacuum carpet inside car. Upon request and with verbal and/or physical assistance, the student will do same. Teacher demonstrates the different attachments that can be used on vacuum cleaner. See vacuuming—Weekly Household Skills.	
5.) With verbal assistance, the student will wash inside of windows and will wash or spot clean seats.	With verbal assistance only, the student will wash inside of windows—see washing windows, PLN #8, Content Area VI, Item 2. The teacher will wash (or spot clean, if cloth) seats according to directions on cleanser. Upon request, the student will do same. Dusting would be a good lead-up activity—the student may also practice washing tables, etc.	
6.) Independently, the student will clean car interior.	The student will clean car interior—jobs may be gotten from neighborhood or teachers where students may earn money for their work.	

PLN NO 8: Learning to Assist in Homemaking

Content Area VII: Laundry and Ironing Skills

Item No.: Sorting Clothes for Laundry

PREREQUISITE SKILLS -482-

Receptive Language

Ability to Imitate

Gross and Fine Motor Coordination

Color Discrimination

RELATED CONTENT ITEMS

Sorting by Color Discrimination P. 399

Laundry P. 410

Laundry and Ironing Skills P. 483-491

DEVELOPMENT/LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration and verbal cue "Do this", student will pick up one item of clothing from a pile and put it into another basket.	Student observes teacher take out one item and put it in a basket. Students repeat action while teacher verbally describes sequence and emphasizes taking one item at a time.	Unsorted laundry Two baskets White square of cloth, paper or tagboard
3.) Upon teacher's demonstration of task and verbal cue "Do this", student will put white clothes in one basket and dark clothes in another when a white piece of paper, used as a model, is present.	Student observes as teacher holds up piece of laundry, compares it to a white piece of paper on a basket. If the item matches the model in color, it goes in that basket; if not, it goes into another. Teacher displays two shirts (one white, one colored) and says, "Show me white shirt" while holding a white piece of paper for comparison. Individual practice in sorting white from a variety of colors can be provided using poker chips, marbles, etc. Teacher may bring in her/his own laundry for the students to sort.	
4.) Upon teacher's demonstration of task and verbal cue "Do this", student will sort white and dark clothing with physical assistance.	Student observes as teacher demonstrates taking one item of clothing out of pile, looking at it, and putting it in the appropriate basket. The student repeats action as teacher verbally describes action and gives physical guidance when necessary.	
5.) Upon teacher's verbal directions, student will sort white and dark clothing.	Teacher presents student with a pile of laundry and two baskets and says "Sort laundry". The teacher assists verbally as needed to insure that one item is picked each time, the student looks at it, then puts it in the correct basket.	
6.) Student will independently sort white and dark clothing.	Student can be put in charge of sorting laundry at school. Items from other classes and school functions can be laundered on a schedule; e.g., aprons, towels, tablecloths, art smocks, bedding.	

PLN NO 8: Learning to Assist in Homemaking

Content Area VII: Laundry and Ironing Skills

Item No.2: Putting Detergent into Washing Machine

PREREQUISITE SKILLS

Ability to Imitate

Receptive Language

Eye-Hand Coordination

Gross and Fine Motor Coordination

RELATED CONTENT ITEMS

Identified Numerals 1-10 P. 53

Pouring P. 439

Measuring P. 441

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration of task and verbal cue "Do this", student will hold measuring cup with one hand and pour contents into a basin.	Students observe as teacher demonstrates holding a variety of one-cup measures, scooping detergent, sand, salt, popcorn and pouring it using only one hand Teacher checks detergent directions to see how much detergent is needed. (See PLN #8, Content Area II, Item 4 Pouring and Item 6 Measuring.)	Assorted one-cup measures Large box or basin Detergent (or popcorn, sand, etc.) Small to medium size box containing detergent or other granules.
3.) Upon teacher's demonstration of task and verbal cue "Do this", student will fill a cup to desired amount with detergent by scooping it out of a large box.	Students observe teacher demonstrate scooping a full cup of sand, pebbles, detergent, popcorn or beans. Students repeat demonstration as teacher verbally describes action and follow students decide if cup is full enough. Teacher can mark level on cup with colored tape.	
4.) Upon teacher's demonstration of task and verbal cue "Do this", student will pour detergent from a small box into a one-cup measure, to desired amount, held in the other hand.	Students observe teacher pour detergent from a box too small to scoop detergent into measuring cup while holding it over the open washing machine basin (in case of spills). Students repeat task while teacher verbally describes steps and care needed. Students should also practice pouring liquid detergent.	
5.) Upon teacher's demonstration of task and verbal cue "Do this", student will fill a two or four-cup measure to the desired line.	Students observe teacher pour detergent into a large cup to the desired amount. Students follow. Students can also pour back detergent into box when too much has been poured out.	
6.) Student will independently add desired amount of detergent to a wash load.	Student can independently add enough detergent to wash load.	

PLN NO. 8: Learning to Assist in Homemaking

Content Area VII: Laundry and Ironing Skills

Item No. 3: Setting Temperature Control Dials

PREREQUISITE SKILLS -484-

Gross and Fine Motor Coordination

Receptive Language

Ability to Imitate

Color Discrimination and Recognition

RELATED CONTENT ITEMS

Sorting by Color Discrimination P. 399

Laundry P. 410

Laundry and Ironing Skills P. 482-486

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration of task and verbal cue "Do this", student will turn dials on washing machine with physical guidance.	Student observes as teacher demonstrates turning dials on washer. Students repeat action with teacher's physical guidance. Individual practice on jars with lids, Etch-a-Sketch, and other manipulative toys should be available to those who need it.	Three labels for water temperature: hot, warm, cold, each one in a different color with the temperature written on it. Washing machine
3.) Upon teacher's demonstration of task and verbal cue "Do this", student will turn dial and stop at a predetermined position.	Student observes as teacher affixes one color-coded label on machine and demonstrates slowly turning dial pointer until it meets label. Student repeats task as teacher verbally describes action (e.g., "Turn to warm"). Successive turns are taken with only one label to avoid confusion. A clock or spinner with movable hands can be used for individual practice.	Masking tape or marker to make pointer on dial more visible Clock or spinner with movable hands
4.) Upon teacher's demonstration of task and verbal cue "Do this", student will turn dial to hot, cold and warm.	Students observe as teacher turns to all three temperature labels on machine, then gets a temperature selection from class (e.g., "Warm"), then turns pointer on dial until it meets "warm" label. Students take turns turning dial on command from teacher or other students.	
5.) Upon presentation of sorted laundry, student will select correct water temperature, while teacher verbally assists in decision.	Class can make up a song or rhyme to help remember what type of clothes are washed in each temperature. E.g.: Towels and sheets, white shirts with bleach, That's what we wash in HOT Colorful shirts, aprons and skirts, That's what we wash in WARM Sweaters we keep until they're so old, That's what we wash in COLD Students can present "All-Temperature Cheer" commercial which tells which type of clothes are washed in hot, warm and cold water. Students can cut out pictures of various types of clothes and mount them on paper colored the same as appropriate temperature label.	
6.) Student will independently select correct water temperature for a load of laundry and set dial.	Student can take charge of setting water temperature of school laundry. For generalization, student may practice on other types of washing machines and also drying machines. Student may also teach someone else how to do it to save teacher time and especially to inculcate sense of responsibility.	

PLN NO. 8: Learning to Assist in Homemaking

Content Area VII: Laundry and Ironing Skills

Item No. 4: Putting Change in Washing Machine

PREREQUISITE SKILLS

Ability to Imitate
Receptive Language
Fine and Gross Motor Coordination
Money Recognition

RELATED CONTENT ITEMS

Identifies Coins P. 419
Associates Value of Coins P. 420
Laundry and Ironing Skills P. 482-486

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration of task and verbal cue "Do this", student will pick up coins, insert in slots, push coin plate and turn knobs with physical guidance.	Teacher allows students to manipulate machine apparatus and coins. Piggy banks, manipulative toys, and push-plate mock-up can be used. (See PLN #7, Learning to Contribute to One's Financial Maintenance, Content Area VII: Using Money.)	Coins, dollar Coin-operated washing machine
3.) Upon teacher's demonstration of task and verbal cue "Do this", student will start coin-operated washing machine when given the correct coin (s).	After teacher's demonstration, students put coin(s) in correct position in push-plate and push it to start the machine, while teacher describes action.	
4.) Upon teacher's demonstration of task and verbal cue "Do this", student will select proper coins needed for operating coin washing machines.	Students observe as teacher demonstrates which coins are needed in push-plate to start the washing machine. Students repeat task by choosing proper coins from assorted coins and dollar bill. Teacher encourages trial-and-error method and thus demonstrates how to remove incorrect coin and how push-plate is a self-correcting device because only correct coin will fit properly.	
5.) Upon teacher's demonstration of task and verbal cue "Start machine", student will set proper change in coin changer to start machine, insert coins and start machine.	Teacher sets out an array of coins that will not start the machine, elicits suggestions from the students as to solving the problem (e.g., get change from a friend or the manager--but what if you're alone?). Coin changer machine is introduced and demonstrated by teacher then students have a chance to do it. From change, students select needed coins. Care must be taken to avoid changing all the quarters if they are needed.	
6.) Student can independently get change if needed from coin-changer, insert proper coins and start machine.	Student will be able to take a load of laundry to a laundromat and operate the washing machine. Student should also be able to do likewise for drying machines.	

PLN NO 8: Learning to Assist in Homemaking

Content Area VII: Laundry and Ironing Skills

Item No. 5: Use of Clothes Dryer

PREREQUISITE SKILLS -480-

Receptive Language
Ability to Imitate
Eye-Hand Coordination
Fine and Gross Motor Coordination

RELATED CONTENT ITEMS

Identifies Numerals 1-10 P. 53
Concept of Tens P. 61
Following Simple to Multiple Directions in Sequence P. 80
Laundry P. 410
Laundry and Ironing Skills P. 482-485

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration of task and verbal cue "Put the clothes in the dryer", student will take wet, clean clothes from washer and put into dryer and close door.	Students observe as teacher demonstrates, then they take turns. (Since most dryers will not start if door is ajar or any clothes are caught in the door, care must be taken in closing the door correctly).	Wet clothes Dryer Piles of clothes ranging from wet to dry Chart showing steps completed correctly daily
3.) Upon teacher's demonstration of task and verbal cue "Dry", student will (1) Feel clothes in dryer (2) a. leave if wet or damp b. remove if dry.	1.) Teacher can use for demonstration clothes which go from wet to damp to dry, except for elastics, etc. to completely dry. Students can concur on decisions of dry or not dry, then make their own decisions. 2.) Students then follow second part of sequence. (This demonstration can reinforce a time unit.)	Simple chart indicating drying times for various kinds of wash.
4.) Upon teacher's demonstration of task and verbal cue "Start dryer", student will set timer and start dryer.	Students observe as teacher demonstrates use of dials on dryer (See setting dials on washing machine). Students have turns setting dials and starting dryer.	
5.) Upon teacher's demonstration and verbal cues at each stage, student will be able to: load dryer and close door, set timer and start dryer, determine if clothes are dry, remove clothes or reset dryer.	Teacher verbally assists as each student goes through the dryer sequence. A chart could be drawn for each student showing number of steps successfully done each day, as teacher tries to fade out prompting.	
6.) Student will independently take laundry through entire dryer sequence.	Student can be "official dryer" at school laundry. Student can teach other students. Students could have a chart made showing amount of time to dry a load of towels, light clothing, aprons, etc. then use it when setting timer.	

PLN NO 4: Learning to Assist in Homemaking

Content Area VII: Laundry and Ironing Skills

Item No. 6: Iron Simple Articles of Clothing

PREREQUISITE SKILLS

Receptive Language

Ability to Imitate

Gross and Fine Motor Coordination

RELATED CONTENT ITEMS

Avoidance of Hot Water and Hot Objects P. 349

Electrical Outlets P. 354

Laundry P. 410

Laundry and Ironing Skills P. 482-491

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher demonstration and verbal cue, "Iron this", student will pass hot, pre-set iron over a small, flat item on ironing board, then return to the end of the board on its heel or on a stand.	Teacher sets up ironing board, plugs in iron, fills and sets temperature, spreads handkerchief flat with hands, then passes iron over item and returns iron to its heel or stand at end of the board. After students have all had a turn "ironing", teacher pours out excess water, puts iron and board away. Student should begin "ironing" with a cold iron.	Steam Iron Iron Stand (option) Distilled Water Liquid Measuring Cup Ironing Board
3.) Upon teacher's demonstration and verbal cue, "Make smooth", student will place flat item on ironing board and smooth with his hands, iron it and return iron to its heel on stand.	Students observe as teacher irons a handkerchief without smoothing. Then teacher demonstrates correct procedure of smoothing with hands then ironing. Students repeat correct method while teacher gives verbal cues and encourages critical evaluation of finished product. Demonstrate for left-handed as well as right.	Small handkerchief, napkin or cloth square Student can use squares of batik material made in art class for practice. Batik requires ironing dyed cloth sandwiched between paper towels to remove wax.
4.) Upon teacher demonstration and verbal cue, "Do this", student will 1) fill iron with distilled water using measuring cup, 2) iron $\frac{1}{2}$ " x $\frac{1}{2}$ ", 3) dump out excess water.	Students observe as teacher uses distilled water to fill measuring cup then passes it slowly into iron pushing button if necessary, smooth and irons item, dumps out excess water. Student repeats actions in proper sequence with verbal cues from teacher.	
5.) Upon teacher demonstration and verbal cue, "Set up iron and board", student will set up board, set iron upon it and plug it in.	Students observe as teacher gets ironing board from its storage place, sets it up to proper height, gets iron out of storage, sets it on heel at end of board (or stand) and plugs it in. Student repeats actions in proper sequence with verbal cues from teacher. Actual temperature setting can be done by teacher because of judgement needed as to fabric type, etc. Teacher may construct a fabric guide selector to familiarize the student with the operation of the instrument.	
6.) Student will independently iron a small flat item.	Student can be given job of ironing the napkins for a school luncheon or the squares for a sewing class patchwork. Limited verbal assistance may be necessary to aid the student in completion of the assigned task.	

PLN NO 8: Learning to Assist in Homemaking

Content Area VII: Laundry and Ironing Skills

Item No. 7: Folding Small, Flat Items

PREREQUISITE SKILLS -488-

Receptive Language
Eye-Hand Coordination
Ability to Imitate
Color Discrimination and Matching
Fine and Gross Motor Coordination

RELATED CONTENT ITEMS

Stacking P. 400
Folding P. 401
Laundry P. 410
Laundry and Ironing Skills P. 489-491

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration and verbal cue "smooth", student will smooth flat item with both hands.	Student observes as teacher demonstrates smoothing a washcloth with the palms of both hands. Students imitate action as teacher gives assistance and verbal direction. Students may enjoy trying to make cloth as "messy and wrinkled" as possible before handing it to next student to smooth.	Wash cloths Folded paper or napkins Tray with folded washcloths Towels, pillow cases, handkerchiefs, aprons
3.) Upon teacher's demonstration of task and verbal cue "fold", student will match 2 corners to those opposite.	Students observe as teacher grasps two nearest corners and brings them up over and down on top of opposite corners (this action prevents bunching when one tries to slide corners together). Students can work with pre-folded paper or ironed napkins with their creases as guides.	
4.) Upon teacher's demonstration and verbal cue "smooth, Fold", student will fold item twice, smoothing before and after folding.	Students observe as teacher folds a towel, smoothing all wrinkles and matching corners carefully. Students take turns doing task as teacher assists and makes comments. A tray with a few folded wash cloths can be used by one student for individual practice. He unfolds, then folds each one. Dish towels can then be used. To aid the student in matching corners teacher can put colored tabs on the corners.	
5.) Upon teacher's demonstration and verbal cue "stack", student will neatly stack folded items so that stack does not fall.	As students observe, teacher plays "Fall Guy", first trying to stack large things on small, then trying to make the pile too high. In both cases, the items fall and students can try to show a better way. This change in roles can be fun and informative. It may help at first to have one color for each size.	
6.) Student can independently fold small flat items.	Items include handkerchiefs, towels, pillow cases, aprons. Student can fold napkins for school lunch or towels and wash cloths in school laundry.	

PLN NO. 8: Learning to Assist in Homemaking

Content Area VII: Laundry and Ironing Skills

Item No. 8: Folding Large, Flat Pieces with a Partner

PREREQUISITE SKILLS

Ability to Imitate

Receptive Language

Ability to Follow Directions

Gross and Fine Motor Coordination

RELATED CONTENT ITEMS

Stacking P. 400

Folding P. 401

Laundry P. 410

Laundry and Ironing Skills P. 488-491

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration and verbal cue "Hold two corners up", student will find and grasp correctly two corners of a sheet.	Student observes as teacher grasps two corners and holds them up, one corner in each hand. Students do likewise. Care must be taken to get corners that should be brought together so that folding can be introduced. Top corners could be coded with masking tape or safety pins. This would also help in bed-making with the sheet later.	Large sheet or towel Masking tape or safety pins Various materials for practice--table cloths, large bath towels, etc.
3.) When teacher acts as sentinel for partner and does most of the directing, student will assist in folding a large sheet.	Student holds two corners of sheet with teacher at other end. Teacher instructs and models bringing corners together, picks up middle, brings two corners together, and folds again.	
4.) With teacher as partner, student will take charge of folding a sheet, giving directions and performing the sequence correctly.	Teacher discusses role as leader and student takes over in performing the sequence for folding sheet.	
5.) Two students, as partners, can fold a sheet with verbal and physical assistance from teacher.	Teacher assists and gives verbal instructions to pairs of students in folding sheets.	
6.) Two students, as partners, can independently fold a sheet.	Together students fold laundered sheets, table cloths, large bath towels, etc.	

PLN NO 8: Learning to Assist in Homemaking

Content Area VII: Laundry and Ironing Skills

Item No. 9: Folding Shirts and Blouses

PREREQUISITE SKILLS -490-

Ability to Imitate
Receptive Language
Gross and Fine Motor Coordination

RELATED CONTENT ITEMS

Stacking P. 400
Folding P. 401
Laundry P. 410
Laundry and Ironing Skills P. 488-491

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration and verbal cue "Fold the T-shirt", student will fold sleeveless T-shirt.	Teacher demonstrates folding one shoulder to other, then folding top to bottom. Student imitates as teacher assists in matching and smoothing. An optional method of folding would be: 1) Folding shoulders to center 2) Folding bottom to center 3) Folding top of shirt to bottom	T-shirts (sleeveless) T-shirts (with sleeves) Long-sleeved shirt Various kinds of shirts and blouses
3.) Upon teacher's demonstration and verbal cue "Fold the T-shirt", student will fold T-shirt with sleeves.	Students observe as teacher demonstrates folding sleeves in before folding top to bottom (3 steps). Long and short-sleeve shirts should be used to give practice.	
4.) Upon teacher's demonstration and verbal cue, student will fold shirt or blouse with buttons down the front with teacher's physical guidance.	Students observe as teacher shows how to line up buttons, closes a few buttons, then folds the shirt or blouse like a T-shirt. Students do likewise. Students will probably be inconsistent, and need physical help.	
5.) When given a shirt or blouse student will fold it neatly with verbal assistance from teacher.	Teacher assists verbally as student goes through steps to fold blouse or shirt.	
6.) Student can independently fold a shirt or blouse.	Student can do his own folding when he must change or bring in washed clothes, e. g., on special occasions like fashion shows, gym classes, etc. Student can help with laundry in school or home.	

PLN NO 8: Learning to Assist in Homemaking

Content Area VII: Laundry and Ironing Skills

Item No. 10: Folding Trousers

PREREQUISITE SKILLS

Ability to Imitate
Gross and Fine Motor Coordination
Receptive Language
Visual Tracking

RELATED CONTENT ITEMS

Stacking P. 400
Folding P. 401
Laundry P. 410
Laundry and Ironing Skills P. 488-490

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration and verbal cue "Lay the trousers on the table like this", student will lay trousers face up on table.	Teacher demonstrates holding trousers by waistband, front facing teacher, and laying them on table. Student repeats procedure.	Pair of child-sized trousers Trousers of different sizes Clothes hangers
3.) Upon teacher's demonstration and verbal cue "Hold the creases", student will "pinch" creases at cuffs of both trouser legs.	Teacher looks for creases (as opposed to seam) and "pinches" fabric at creases at cuffs. Student repeats action as teacher advises. To aid the students in locating creases, teacher can iron creases deeply into the trousers.	
4.) Upon teacher's demonstration and verbal cue "Put them together", student will put two front creases together, holding the trousers upside down at the cuffs.	Student observes as teacher takes creases, puts them together, grasping folded cuffs with two hands and letting trousers hang upside down. Student repeats activity. Teacher also shows student how to prevent bunching of cloth at crotch of trousers and student shows he can do this correctly.	
5.) Upon teacher's demonstration and verbal cue "Fold the trousers", student will fold trousers with crease.	Student observes as teacher folds trousers in half (bottom to top), keeping creases neat. Student repeats procedure with teacher supervision and assistance.	
6.) Student is independent in folding trousers.	Student can take charge of own clothing at home and at school. Trousers of larger sizes can be used for practice. Student may also be taught to hang trousers on hanger.	

PLN NO 8: Learning to Assist in Homemaking

Content Area VIII: Sewing Skills

Item No. 1: Selection of Sewing Equipment

PREREQUISITE SKILLS -492-

Receptive Language
Eye-Hand Coordination
Ability to Imitate
Fine and Gross Motor Coordination
Visual Tracking

RELATED CONTENT ITEMS

Sharp and Pointed Tools P. 350
Sewing Skills P. 493-500

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of the task and verbal cue, student will identify a piece of sewing equipment with physical assistance.	As teacher names an item in the sewing box, she holds up the item as a model for student action or puts it into the student's hand as they both repeat its name.	Sewing box for each student containing needles, thread, straight pins in cushion, scissors, buttons, measuring tape, marking pencils and chalk.
3.) Following verbal cue, student will identify a piece of sewing equipment independently.	Teacher names one of the items and student responds by holding up correct item.	Five bags or boxes (one project each) complete with all equipment needed to do one simple sewing project.
4.) Following request of what equipment is needed to perform a sewing task, student will select correct materials when a model or physical assistance is available.	Teacher sets up a few simple sewing tasks: eg. basting material (patchwork), sewing on a button, cutting out patches or patterns, pinning, marking. They can each be put in one shoe box or one plastic bag, etc. Teacher tells what must be done, gets equipment together and demonstrates activity. When asked to "sew button" student will select correct "packet". Class could ultimately be working toward a patch-work project (table cloth, skirts, blanket) or small stuffed toys or bean bags, etc.	
5.) Following request of what equipment is needed to perform a sewing task, student will select correct materials with verbal assistance from teacher.	"Packets" are phased out as student assembles needed equipment from its regular storage places for task assigned. Teacher gives verbal cues, "Sewing button . . . you need thread, needle, button, scissors". Then student returns items when finished.	
6.) Student is independent in selecting equipment needed for simple sewing project.	Student can be given independent tasks or have free-time activity of simple sewing projects. Parents should be notified so that student performs sewing skills at home.	

PLN NO 8: Learning to Assist in Homemaking

Content Area VIII: Sewing Skills

Item No. 2: Safe and Neat Use of Sewing Equipment

PREREQUISITE SKILLS

Receptive Language

Ability to Imitate

Eye-Hand Coordination

Fine and Gross Motor Coordination

Visual Tracking

RELATED CONTENT ITEMS

Putz Materials Away P. 81

Sewing Skills P. 192-300

Sharp and Pointed Tools P. 350

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher demonstration of task and verbal cue student will handle sewing equipment safely.	Teacher demonstrates how to hold each item in sewing box and has student pick up each piece of equipment and hand it to him/her. For additional information of the handling of sharp and pointed tools refer to PLN #6, Learning to Live Safely, Content Area I, Item No. 5.	One sewing box per student containing: scissors, needle, threads, pins, cushion, buttons, measuring tape, marking pencils and chalk. Some on-going project to be worked on while safety and neatness is being stressed. Example: patchwork projects, embroidery, stuffed toys, aprons, napkins.
3.) Upon teacher demonstration of task, student collects buttons.	Following teacher demonstration of task, student picks up buttons from a table and places them in a button box.	
4.) Upon teacher demonstration of task and verbal cue student will store threads neatly.	Following teacher demonstration of task student will wind thread around spool neatly. Teacher may demonstrate what might happen if thread is not rewound by showing student a tangled clump of thread and spools.	
5.) Upon teacher demonstration of task and verbal cue student will store needles and pins safely.	Following teacher demonstration of task student will push needles and pins into cushion. Teacher can set up game where students are requested to stick straight pins into cushion.	
6.) Student will maintain a neat and safe sewing box independently.	Students keep needles, pins, thread and buttons in their proper place after each use. Spot checks by teacher to see if boxes are neat can be made. Stars can be pasted on its cover for neatness.	

PLN NO. 8: Learning to Assist in Homemaking

Content Area VIII: Sewing Skills

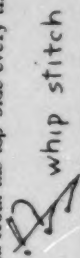
Item No. 3: Hand Sewing (With a threaded needle)

PREREQUISITE SKILLS -494-

Ability to Imitate
Receptive Language
Fine and Gross Motor Coordination
Visual Tracking

RELATED CONTENT ITEMS

Sharp and Pointed Tools P. 350
Sewing Skills P. 493-500
Stitchery P. 605

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher demonstration and physical assistance, student can sew a whip stitch in pre-punched holes.	Teacher demonstrates whip stitch using a large needle threaded with yarn and 8 x 12 cardboard or meat tray with holes punched around border. The emphasis is on putting the needle in from the top side every time and sewing in every hole.  whip stitch	Cardboard or meat trays approximately 8 x 12,  punched with large holes around border. Felt bean bags in any shape pre sewn by machine and marked evenly around edges.  or potholders, blanket, napkins, etc. Threaded needles
3.) Upon teacher demonstration and physical assistance student can sew whip stitch or blanket stitch around the border of a pre-marked material.	Teacher demonstrates whip stitch and/or blanket stitch around border of a firm material-potholder, felt bean bags, belts, blankets.  blanket stitch	Sewing cards Material held in embroidery hoop for decorative stitching Squares of material to be basted together.
4.) Using sewing cards or material student can sew up and down through material with assistance.	Teacher demonstrates going down through a hole in a sewing card then coming up through the next hole pulling thread taut each time. Students practice on sewing cards (commercial or student-made by painting a favorite picture on cardboard and punching holes around it). Then embroidery done on simple design using a hoop to keep material taut. Then basting two pieces of material together in a seam.	
5.) Student can sew a neat, invisible hem with assistance.	Teacher demonstrates procedure for sewing hem (taking small stitches that won't be easily seen).	
6.) Student is independent in hand-sewing using a threaded needle.	Student can repair clothing or sew decoratively.	

PLN NO 8: Learning to Assist in Homemaking

Content Area VIII: Sewing Skills

Item No. 4: Sewing a Button (Using a threaded needle)

PREREQUISITE SKILLS

Receptive Language
Ability to Imitate
Eye-Hand Coordination
Gross and Fine Motor Coordination
Visual Tracking

RELATED CONTENT ITEMS

Sharp and Pointed Tools P. 350
Sewing Skills P. 493-500

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) With physical assistance and/or model, student will sew a two-hole button on a cloth.	Student observes as teacher demonstrates sewing a button going down into one hole and up in the other. Button can be sewn on haphazardly for a novelty vest or wall hanging. Eyes and other features can be sewn on stuffed dolls and bean bags. Initially a large needle and big buttons with large holes should be used.	Two-hole button Cloth Threaded Needles Variety of buttons- four-hole, shank, ball
3.) Upon verbal cue, "Sew button", student will sew a two-hole button on cloth.	Student will sew button with verbal and physical assistance only as needed. This task can be functional through clothing repair, doll clothes, decorative buttons.	
4.) Upon verbal directions and physical assistance, student will sew a variety of buttons: four-hole, shank, ball.	Teacher demonstrates correct procedure for sewing the various types of buttons. Physical assistance is given as needed.	
5.) Upon teacher demonstration, student will sew coat buttons, making a thread shank.	Teacher demonstrates a way to leave thread shank by using pin, match, or toothpick on top of button while sewing it then removing it and winding thread around shank and sewing ends with a knot.	
6.) Student is independent in sewing on buttons.	Student can sew buttons for clothing repair, new clothing or for decorations. Teacher displays clothing with missing buttons and has students point out where buttons are missing from. Given a variety of buttons student will be able to match the one that corresponds with the ones on the garment.	

PLN NO 8: Learning to Assist in Homemaking

Content Area VIII: Sewing Skills

Item No. 5: Threading a Needle

PREREQUISITE SKILLS -496-

Receptive and Expressive Language
Eye-Hand Coordination
Ability to Imitate
Visual Acuity
Fine and Gross Motor Coordination

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 4
Sharp and Pointed Tools P. 350
Sewing Skills P. 493-500

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue student grasps large needle.	Following demonstration of task and verbal cue, "Pick up the needle" student grasps large needle between thumb and forefinger. Following demonstration, student identifies "eye" of needle. Students with fine motor difficulties should be instructed in the use of a commercial needle threader.	Assorted size needles Thread (dark) Yarn Scissors Needle threader
3.) Upon demonstration of task and verbal cue student grasps thread in other hand.	Following demonstration of task and verbal cue, "Pick up the thread" student grasps end of thread @ 1/2" from end between thumb and forefinger of other hand.	
4.) Upon demonstration of task and verbal cue student will thread large needle.	Following demonstration of task and verbal cue, "Thread needle" student places thread through the eye of the needle. Initially student may require physical assistance to complete task. As student progresses teacher can introduce needles with smaller eyes.	
5.) Upon demonstration of task and verbal cue student will pull thread through and knot end.	Following demonstration of task and verbal cue, "Knot the end" student pulls thread through the eye, doubling it and tying a knot at the end. Initially student may require physical assistance to complete task. As student progresses teacher can introduce thinner yarns and threads.	
6.) Student can independently thread a small needle.	Teacher presents needle and thread to student. Student threads it with no physical assistance.	

PLN NO 8: Learning to Assist in Homemaking

Content Area VIII: Sewing Skills

Item No. 6: Sewing Machine

PREREQUISITE SKILLS

Fine and Gross Motor Coordination
Receptive Language
Eye-Hand Coordination
Visual Acuity and Tracking
Ability to Imitate

RELATED CONTENT ITEMS

Following Simple to Multiple Directions in Sequence P. 80
Sewing Skills P. 492-500

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student will sit properly at sewing machine.	Teacher introduces student to the function of a sewing machine. Following a demonstration of the task and verbal cue, "Sit at the sewing machine", student does so appropriately.	Access to Sewing Machines Piece of Cloth (Three feet by one foot with line drawn straight down middle, lengthwise)
3.) Upon demonstration of task and verbal cue, student will start and stop machine.	Teacher demonstrates to the student the knee/or foot control, pointing out where not to put hands. Teacher also has student point out major parts of machine (needle, knee/foot control, bobbin, presser foot, etc.) Following verbal cue, "Start" student will do so. Following verbal cue "Stop", student will stop machine (without needle and thread).	
4.) Upon demonstration of task and verbal cue, student will vary machine speed.	Teacher demonstrates how to vary the speed of the machine. Following verbal cues, "Start, faster, slower, stop, etc.", student demonstrates control of machine, (no needle or thread).	
5.) Upon demonstration of task and verbal cue, student will follow a straight line (without needle)	Teacher presents student with a piece of fabric that has a straight line drawn down the center. Following a demonstration of task, student practices (without needle), keeping the presser foot on the line. Teacher provides starting, speed and stopping commands.	
6.) Upon demonstration of task, student will sew together a loop of material.	Teacher threads machine. With aid of teacher, student can make a large loop of fabric. Teacher drills student in safety measures. (Since all sewing machines have minor differences, teacher will have to modify this task to meet the machine's features.)	

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) With physical assistance, student can follow a line drawn on paper that is placed under an unthreaded presserfoot sewing machine.	Teacher places a piece of lined paper under the presserfoot and helps student push the foot or knee pedal and guide the paper. By holding the paper up to the light, student can see how closely she/he stayed on the line.	Lined Paper  Empty Sewing Machine Design on Paper  Lines drawn on material with pencil or chalk. Masking tape as seam guide
3.) Without physical assistance student will sew with an unthreaded machine on various designs marked on paper.	Teacher gives student a piece of paper with a design (squared corners, curves, exact starting and stopping places) Student operates presserfoot, foot pedal and guides paper to stay on lines. Control is stressed and practice is given until teacher observes the student can control both speed and direction.	
4.) When sewing machine is threaded and stitching lines are drawn on material, student will sew on lines.	Teacher threads sewing machine as student observes then student stitches on marked material as on paper. Projects: decorative stitching, quilting apron: stitch two hems, thread ribbon through top hem.	
5.) With a guide line on the throat plate, student will sew a 5/8" seam using the edge of the material as a guide.	Teacher puts masking tape 5/8" from needle on throat plate and demonstrates sewing, keeping edge of material along guide. Any simple project: pillows, pre-printed stuffed toys, A-line skirt with elastic waist.	
6.) Student is independent in sewing straight seams with a threaded sewing machine.	Student can sew for pleasure or to make or repair clothing.	

PLN NO 8: Learning to Assist in Homemaking

Content Area VIII: Sewing Skills

Item No. 8: Threading a Sewing Machine

PREREQUISITE SKILLS

Receptive Language

Ability to Imitate

Eye-Hand Coordination

Visual Tracking

Fine and Gross Motor Coordination

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 4

Following Simple to Multiple Directions in

Sequence P. 8C

Sewing Skills P. 492-500

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) With physical assistance and diagram drawn on machine student can thread top thread in sewing machine.	With washable marker, teacher draws line on machine that thread follows when threading top thread. Teacher demonstrates then student repeats action with assistance from teacher. Numbers can also be used at each position. 	"Thread route" marked on sewing machine.
3.) With physical assistance, student can fill and thread bobbin in sewing machine.	Teacher demonstrates correct procedure for filling bobbin then placing it in machine. Student repeats action as teacher gives assistance as needed.	
4.) With verbal directions only, student will thread top and bottom threads in machine.	With verbal directions from the teacher, the student sets up machine in correct sequence so that it is ready for use. 1.) fill bobbin, 2.) thread top thread through machine and needle, 3.) place bobbin in position, 4.) pull bobbin thread up through throat plate.	
5.) With assistance, student can thread sewing machine and fix thread jams or breaks.	When a jam or break occurs, teacher demonstrates how to find the trouble, remove it then re-thread machine. Student imitates actions.	
6.) Student can independently thread a sewing machine.	Student can set up machines for other students who cannot thread or un-jam a machine, but can sew on them. Student may demonstrate to other students the necessary steps for fixing the machines when thread jams or breaks	

PLN NO 8: Learning to Assist in Homemaking

Content Area VIII: Sewing Skills

Item No. 9: Sewing for Leisure Time Activity

PREREQUISITE SKILLS -500-

Receptive and Expressive Language

Ability to Imitate

Follows Multiple Directions

Eye-Hand Coordination

Gross and Fine Motor Coordination

RELATED CONTENT ITEMS

Sewing Skills P. 492-499

Hobbies P. 566

Stitchery P. 605

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) When all materials for a project are provided, student will work on sewing project during free time and store it neatly with assistance from teacher.	Kits, either commercial or made by teacher, containing all materials needed are provided. Teacher gives student assistance in selecting kit, working on project then storing it neatly.	Prepared sewing projects: 1) embroidery 2) pot holder loops and looms 3) apron 4) sewing buttons 5) leather lacing (coin purse, belt, comb, key cases) 6) needlepoint
3.) With verbal assistance, student will work on prepared sewing project during free-time.	Teacher provides kits, students select, work on, and store kits for free-time with minimal assistance from teacher.	
4.) Without assistance, student will select a sewing project kit and stick to the project over many free-time periods until the project is finished.	Student can select his, her project, stick to it, storing it neatly after each session, until it is finished.	
5.) With assistance, student will select a project then determine equipment and materials needed then sew for leisure time activity.	Student makes own "kit" with assistance s' that all materials needed are put together then student works on project until complete. Projects can be made for sale in school "store" or at a bazaar or for county fair.	
6.) Student is independent in sewing for a leisure time activity.	Student can sew at school or at home for leisure time activity.	

PLN NO 8: Learning to Assist in Homemaking

Content Area IX: Skills for Gardening and Yardwork

Item No. 1: Mow Lawn-Hand Mower

PREREQUISITE SKILLS

Gross and Fine Motor Coordination

Ability to Imitate

Receptive Language

Visual Tracking

RELATED CONTENT ITEMS

Moving Heavy Objects by Pushing P. 394

Rake Grass and Leaves P. 502

Power Mower P. 510

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student will point to lawn mower (hand type).	The teacher will present pictures of photographs of lawn mower. Upon request, "Point to (or) touch lawn mower", the student will do so. Several different pictures, drawings, photographs should be used. Also, after student identifies, pictures of different tools such as rake, spade, etc. could be included. The student would then choose lawn mower from these other tools.	Two child size toy mowers Adult size hand mower Rakes (leaf type) Pictures and/or photographs of: 1. lawn mowers 2. people mowing lawn 3. photos of individual students mowing lawn Money, food, rewards Line up possible jobs in neighborhood
3.) Upon demonstration and verbal cue, student will grasp and push hand mower.	The teacher will grasp the mower handle and push away. (A child size mower would be used indoors). Upon verbal cue by teacher, the student will imitate. Relay races could be (walked, run) to get the idea of grasping and pushing-two child mowers would be used (one per team) and the students would walk between two points pushing mower ahead. The teacher would turn the mower towards the other direction.	
4.) Upon teacher's demonstration of task and verbal cue, student will push mower around to go in opposite direction.	The teacher will grasp and push mower-after reaching end of yard, the teacher will demonstrate proper way of turning the mower around making sure to turn and not to put it-wards oneself. Upon verbal cue, student will imitate; help being given when needed. Prior to mowing students should rake the grass for stones, sticks and papers. Again, relay races between two teams would take place making sure to walk and turn mower.	
5.) Upon teacher's demonstration and verbal cue, student will push hand mower, cutting a small area of the yard.	After marking off small areas in the yard to be cut, the teacher will manipulate mower to cut grass. Upon verbal cue the student will imitate. Teacher demonstrates the proper method of mowing around trees and shrubs. Again, student could follow schedule in room and receive money or food reward possibly distributed on point basis according to neatness, following safety procedures, etc.	
6.) Student (with occasional verbal reminders) will cut grass using hand mower.	Student will independently mow grass following safety precautions. Occasional verbal reminders may be needed as to when the grass needs cutting. Possible neighborhood work could be found.	

Receptive Language
Ability to Imitate
Fine and Gross Motor Coordination
Visual Tracking

Identifies and Gives Characteristics of Fall P. 224
Garbage and Trash Disposal P. 437
Mow Lawn - Hand Mower P. 501
Power Mower P. 50

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student points to rake and to leaves/ grass upon request by teacher.	Teacher will point to several types of rakes and will point to grass (after mowing) and/or leaves in autumn. Student will imitate and upon request will point to rake and leaves, grass. Several types of rakes should be used. The rakes should be geared to the physical size of the student. Teacher will demonstrate pulling the rake across leaves, grass.	Bamboo and metal gardening rakes in various sizes from toy to adult. Large wooden blocks such as rectangular <u>Playskool</u> blocks. Pictures of people raking leaves. Large baskets or plastic garbage bags. Chart listing schedule of leaf raking.
3.) Student grasps rake handle and pulls across leaves and grass, with assistance.	Before attempting to rake an area, students should clear it of sticks and rocks by hand. The teacher will demonstrate grasping and pulling rake and then give physical and/or verbal assistance to student. A game involving raking large blocks may be played. The teacher would begin by demonstrating the task and then physically and/or verbally assisting student to grasp and pull rake first over large blocks and then leaves and grass. To prevent blisters student should wear work gloves.	Photographs of students raking leaves before and after photos of yard). Scrapbook for mounting photos Work gloves
4.) Student grasps and pulls rake across leaves, grass until one small area is clear, with assistance.	The teacher will demonstrate desired response raking one small area of the yard-pointing out that it is clear. The teacher will then give verbal assistance while student imitates. (Pictures may also be used). A small area of the yard could be marked off with twine and sticks into small plots. The students would then each rake a plot.	
5.) Student repeatedly pulls rake across leaves, grass until several piles form. Teacher demonstrates putting leaves into baskets/bags for disposal.	After leaves, grass, etc. are raked into piles, the teacher will put the leaves into basket/bag for disposal. The student will imitate the desired response. The students will work in teams of two students. Upon a signal from the teacher, each team would pick up leaves (one holding basket/bag, the other putting leaves in.)	
6.) Student independently rakes leaves, grass and disposes of them.	Since this job is seasonal, the teacher will have a chart (the students could help make) posted during autumn. The chart will post the names of students to rake and the times they are to do it. Students could be photographed for class scrapbook.	

PLN NO. 1: Learning to Assist in Homemaking

Content Area IX: Skills for Gardening and Yardwork

Item No. 3: Care of Houseplants

PREREQUISITE SKILLS

Receptive Language
Ability to Imitate
Fine and Gross Motor Coordination
Eye-Hand Coordination
Visual Tracking

RELATED CONTENT ITEMS

Daily and Weekly Tasks P. 27
Transporting Liquids P. 347
Pouring P. 439

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student points to watering can or other water receptacle and points to houseplant.	Teacher will point to both plant and watering receptacle and student will imitate upon request. Teacher will give actual physical assistance to student to help her/him point to both watering receptacle and plant. For generalization purposes, several different types of watering receptacles should be displayed so student can become familiar with them.	A variety of water receptacles, including bottles, pitchers, and watering cans. Several small houseplants, preferably hardy types such as "silver tree" or "aluminum plant".
3.) Student grasps filled water receptacle and carries to houseplant.	A variety of water receptacles will be displayed on a table. The teacher will model and then given verbal and/or physical assistance to the student grasping and carrying filled receptacle. A variety of pictures will be presented to student including those depicting care of houseplants and those of objects used in task, (water receptacles, plants). Student will choose correct picture when given direction "Touch ____".	Pictures of plants, water receptacles, ex.: Peabody Cards or ones cut from magazines. Pictures of people watering and caring houseplants. Photographs of students caring for plants at school.
4.) Student pours water out of receptacle onto plant.	Teacher will demonstrate pouring water onto plant. The student will imitate. (The teacher will provide verbal and/or physical assistance when needed). A variety of pictures depicting both objects and activities will be presented to student. Upon direction by teacher, student will point to appropriate picture. For reward, child will pour water on plants in room.	
5.) Student fills receptacle with water, carries to plant and waters plant.	Teacher will fill receptacle with water, carry to plant and pour water on plant describing verbally (briefly) what she/he is doing. Student will imitate. (Teacher will provide verbal assistance when/if needed.) Several water receptacles and plants will be placed (with dissimilar objects) around the room. Upon direction, "water plants" the student will fill receptacle, fill and water plant. Each student should be given a plant that he/she alone is responsible for. They can observe its growth as they care for it.	
6.) Student independently follows schedule for watering plants.	One time will be set as time for watering plants. After repeated modelling by teacher, student will eventually come to know this time, (may need occasional reminders), and water plants independently. On a rotating basis (possibly with schedule drawn on chart on wall) student will water plants for reward. A contest between students based on who remembers most often, who does best job, etc. can be initiated.	

PLN NO 8: Learning to Assist in Homemaking

Content Area IX: Skills for Gardening and Yardwork

Item No 4: Prepare Garden for Planting

PREREQUISITE SKILLS -504-

Gross and Fine Motor Coordination

Receptive Language

Ability to Imitate

Eye-Hand Coordination

Visual Tracking

RELATED CONTENT ITEMS

Identifies and Gives Characteristics of Spring P. 222

Sharp and Pointed Tools P. 350

Farm Helper P. 416

Rake Grass and Leaves P. 502

Planting Seeds, Bulbs and Sets P. 505

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration and physical and/or verbal assistance, the student will grasp spade.	The teacher will grasp the handle of the spade, upon verbal cue the student will imitate. The teacher may physically assist student. Several grasping activities should be done before beginning--such activities could be pegboard, small spades, shaking hands, etc. Rubber ball exercise--practice exercises squeezing the rubber ball.	Various sized spades. Pegboard with pegs. Two large cardboard boxes, one filled with earth. Wooden blocks and beads of various sizes. Rakes of various sizes.
3.) Upon demonstration and physical and/or verbal assistance, the student will use spade to turn over earth.	The teacher will grasp the handle of the spade, push into ground, and turn over clumps of dirt. Upon verbal cue and with physical assistance the student will imitate. The teacher will provide two cardboard boxes, one filled with earth. The student will grasp the spade and transfer the dirt from one box to another.	
4.) Upon demonstration and physical and/or verbal assistance, student will break up large clumps of dirt with rake.	After garden plot has been "turned over", the teacher will grasp rake and with chopping motions, break up large clumps of dirt. Upon verbal cue and with physical assistance, the student will imitate. Students will each have a small section of the plot to themselves. Each student will "break up" clumps of dirt. A prize or reward will be given for the best job.	
5.) Upon demonstration and physical and/or verbal assistance, student will rake dirt until all rocks, etc., are removed and plot is smooth.	The teacher will push and pull rake across dirt removing rocks, weeds, etc. Upon verbal cue and physical assistance, the student will imitate. On carpet or floor of classroom, the student will push and pull rake across blocks and wooden beads of various sizes ranging from very small to 5"-6" large. The large will be raked and separated from smaller blocks. Teacher should explain the reason one removes the stones and weeds, etc. from the garden plot.	
6.) Independently, the student will prepare garden plot for planting.	The student will independently prepare garden plot for planting following above steps. Students will receive rewards for well-done jobs. Photographs should be taken for gardening scrapbook. Teacher may give verbal assistance if necessary.	

PLN NO 8: Learning to Assist in Homemaking

Content Area IX: Skills for Gardening and Yardwork

Item No. 5: Planting Seeds, Bulbs and Sets

PREREQUISITE SKILLS

Receptive Language
Ability to Imitate
Gross and Fine Motor Coordination
Follows Multiple Directions
Visual Tracking

RELATED CONTENT ITEMS

Identifies and Gives Characteristics of Spring
P. 222
Farm Helper P. 416
Prepare Garden for Planting P. 504
Weeding Garden P. 507

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration, and physical and/or verbal assistance, the student will prepare rows for seeds.	The teacher will mark off rows with string. Following the line of the string, the teacher will dig a trench with stick or fingers, approximately 2"-3" deep. The student will imitate desired response. Physical assistance may be given. Sandbox play would help here, the students digging trenches with fingers. Also, a cookie sheet filled with salt or rice may be used.	Prepared garden plot. Various seeds, such as carrots, radishes for vegetable garden (or) marigolds, zinnias, etc. for flower garden. Various sets, such as onion sets. Bulbs such as gladioli or tulip. Hand tools such as hand spade "claw" tool for digging and raking. Watering can or hose with spray. Sandbox with sand or cookie sheet filled with salt or rice. Pegs and pegboard. Popcorn or rice. Several plastic bowls. 1" wooden beads. 2"-3" rubber or plastic balls.
3.) Upon demonstration and physical and/or verbal assistance, the student will put seeds into rows and cover and water.	The teacher will take some seeds from packet between thumb and forefinger and spread along trench. After spreading seeds about 6"-12" the teacher will cover the seeds with dirt. Upon verbal cue and/or physical assistance, the student will imitate the desired response. (The whole row or garden should be sprinkled with water afterwards.) Pegboard activities would be useful. Also, picking up uncooked popcorn or rice and transferring from one bowl to another would help dexterity.	
4.) Upon demonstration and physical and/or verbal assistance, student will plant sets.	According to directions for different sets, the teacher will proceed down each row, digging a small hole 1"-3" deep and placing 1 set/hole and finally covering with dirt. Upon verbal and/or physical cue the student will do same. Teacher provides two bowls filled with 1" wooden beads. The student will transfer beads with thumb and forefinger from one bowl to another.	
5.) Upon teacher demonstration and verbal cue, student will plant bulbs.	According to directions for different bulbs, the teacher will proceed down each row, digging a large enough hole to accommodate bulb 4"-6" deep and 4"-6" apart, finally covering with dirt, after placing one bulb/hole. Upon verbal and/or physical cue, the student will imitate. Student may use a 6" string to mark off positions of the holes for planting of bulbs. The student will dig hole in sandbox, bury a small rubber or plastic ball in each hole. Each student could try this activity, digging balls up after.	
6.) Independently, student will plant seeds, bulbs, and sets.	The student will be able to plant sets, seeds, bulbs with a minimum of verbal assistance. Gardening scrapbooks may be used to encourage interest in plant growth and gardening activities. Prepare a bulletin of vegetables, etc. that can be found in a garden.	

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PLN NO 8: Learning to Assist in Homemaking

Content Area IX: Skills for Gardening and Yardwork

Item No. 6: Shoveling Snow

PREREQUISITE SKILLS -506-

Receptive Language
Ability to Imitate
Follows Multiple Directions
Gross Coordination

RELATED CONTENT ITEMS

Identifies and Gives Characteristics of Winter
P. 221
Proper Use of a Snow Blower P. 255

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration of task and verbal and/or physical cue, student will grasp handle of snow shovel.	The student will imitate as teacher demonstrates how to grasp and hold snow shovel. Verbal and/or physical cues may be given, where the teacher may actually physically hold a student's hand around handle of shovel. (Be sure it is geared to student's physical size). After instruction on "w/ster", the teacher will ask student to point to picture of snow shovel (other pictures of other tools should be included). The student will then be given pictures of people shoveling snow and would be asked to identify task. ~~Grasping snow shovel~~ ^{Grasping snow shovel} should be done with comparable equipment. The teacher may discuss events and activities that ~~occur in winter~~ ^{occur in winter}.	Snow shovels—child size and adult size. Pictures from magazines, etc. of people using snow shovels. Photographs of student's shoveling snow (for gardening scrapbook). Wooden blocks, sandbox with sand, spades, dried macaroni, bowls, kitchen scoop. Pictures of students could be taken by polaroid—immediate reward.
3.) Upon demonstration of task and verbal cue, student will push shovel into snow and lift small amount.	The teacher will grasp handle of shovel, push shovel under material to be picked up and lift shovel. The student will imitate upon verbal cue. Physical assistance may be given, if necessary. Teacher provides several activities for student to practice scooping and lifting materials, including sandbox play (with spades), scooping dried macaroni from one bowl to another, and finally lifting blocks off floor with actual snow shovel.	
4.) Upon demonstration of task and verbal cue, student will lift shovel of snow and empty snow next to sidewalk or driveway.	The teacher will grasp handle of snow shovel, push shovel under snow, lift snow and deposit next to sidewalk. Student will imitate on verbal cue. When snow is not deep the student can clear way with a push shovel or a large broom. Activity mentioned in Level 3 may again be used. Student should also have experience on snow covered sidewalk. Areas could be marked off and shoveled. Verbal assistance may be necessary.	
5.) Upon demonstration of task and verbal cue, student will clear area of sidewalk or driveway.	The teacher will clear one area of sidewalk with snow shovel. Upon verbal cue, "Shovel snow from sidewalk" the student will imitate. Unless the snow is exceptionally wet and heavy, most students regardless of size should be able to participate. The teacher would take photographs of individual class members as they shovel snow. Before and after pictures would be helpful to show difference. Polaroid camera, especially rewarding, since it is immediate.	
6.) Independently, (or with occasional verbal reminder) student will shovel snow from sidewalk or driveway.	The student will independently shovel snow from driveway or sidewalk upon request. Verbal assistance may be necessary. Teacher could phone parents, businesses, homes in neighborhood of school or get permission from the school for students to shovel snow.	

PLN NO 8: Learning to Assist in Homemaking

Content Area IX: Skills for Gardening and Yardwork

Item No. 7: Weeding Garden

PREREQUISITE SKILLS

Ability to Imitate
Receptive Language
Fine and Gross Motor Coordination
Follows Multiple Directions in Sequence
Visual Tracking

RELATED CONTENT ITEMS

Farm Helper P. 416
Prepare Garden for Planting P. 504
Harvesting Fruits and Vegetables P. 508

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration and verbal and/or physical assistance, student will point to several common weeds.	Teacher will point to several common weeds, naming them as he/she does so. Upon verbal cue, student will imitate. After discussing importance of weeding, the teacher will present pictures and/or photographs of several common weeds. The student will first match, point to, and then name several common weeds. Various matching exercises such as matching various color shades would be helpful.	Gardening Gloves Small Hand Spade Small hand "claw" tool Pictures of common weeds, such as dandelions, crab-grass, etc. Planted Garden
3.) Upon teacher's demonstration and physical and/or verbal assistance, student will be able to distinguish several common weeds from plants.	In the actual garden, teacher will distinguish between actual weeds and other plants. Upon verbal and/or physical cue, the student will imitate. In the garden, a game could be played where the student takes turns finding plants. The student, with the teacher's assistance, will distinguish weeds from fruits and vegetables.	
4.) Upon teacher's demonstration and physical and/or verbal assistance, student will pull weeds from garden.	After distinguishing weeds from other plants, the teacher will pull large weeds from garden. (Gardening gloves would protect hands from harm). With verbal and/or physical assistance, the student will imitate. Grasping and pulling activities such as pulling clay apart, pulling dough apart, etc. could be done at this time.	
5.) Upon teacher's demonstration and verbal assistance only, student will pull weeds from garden making sure not to harm plants.	Using a small hand spade or "claw" tool, the teacher will dig small weeds from garden. With verbal assistance only, the student will imitate. Sandbox play-digging up small objects with spades will help with this task.	
6.) Independently, the student will pull weeds from garden and properly dispose of them.	Independently, the student will remove weeds from garden. The teacher should explain why it is necessary to weed a garden. Teacher can also explain to the student that some weeds are edible. Pictures, photographs, etc. of the various edible weeds may be presented and discussed.	

PLN NO 8: Learning to Assist in Homemaking

Content Area IX: Skills for Gardening and Yardwork

Item No. 8: Harvesting Fruits and Vegetables

PREREQUISITE SKILLS -508-

Ability to Imitate
Fine and Gross Motor Coordination
Receptive Language
Visual Tracking

RELATED CONTENT ITEMS

Identifies and Gives Characteristics of Summer
P. 223
Farm Helper P. 416
Weeding Garden P. 507
Recipes P. 52

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration by teacher, and verbal assistance, student will identify fruits and/or vegetables to be harvested.	The teacher will point to various fruits and vegetables, naming them as he/she points. Upon verbal command "Touch" the student will imitate. A variety of pictures should be available as well as ripe fruits and vegetables, if possible. The student will first match, point to, and then name pictures when presented.	Pictures or photographs of fruits and vegetables. Plastic fruits and vegetables- from primary Peabody Language Kit. Real fruits and vegetables, if possible. Seeds, small plants, ripe fruits and vegetables. Wooden beads and strings. Softballs.
3.) Upon demonstration and physical and/or verbal assistance, student will identify when to harvest.	The teacher will present various stages of the growing cycle of various plants. He/she will then point to final, ripe stage. The student will imitate upon direction. All the plants represented in the garden should be included in the classroom instruction. Again, the student will match, point to, and then name fruits and vegetables, distinguishing ripe ones from unripe ones.	
4.) Upon demonstration, and physical and/or verbal assistance, student will pick ripe fruits and/or vegetables.	The teacher will pick fruits and vegetables, cautioning about being careful not to bruise them. The student will imitate. Verbal and physical assistance may be given. Grasping exercises would be helpful-such as opening doors and drawers, carrying softballs in relay races, etc. Stringing beads for finger dexterity is helpful also.	
5.) Upon demonstration and verbal assistance only, student will harvest ripe fruits and/or vegetables.	The teacher will again demonstrate picking ripe fruits and vegetables. The student will imitate-only verbal assistance given. Student should pick ripe fruits and/or vegetables and identify the fruit/vegetable that has been picked.	
6.) Independently, student will harvest fruits and/or vegetables.	Independently, the student will harvest fruits and vegetables when ripe. The teacher should explain where the fresh vegetables or fruits are taken to. Discuss industries including canning and the role of the grocery store and the produce farmer.	

RELATED CONTENT ITEMS

Ability to Imitate:

Receptive Language
Fine and Gross Motor Coordination

FINE AND GROSS MOTOR COORDINATION **Ability to Follow Directions**

Visual Tracking

Sharp and Pointed Tools P. 350

Maintenance P. 409

Mow Lawn - Hand Mower P. 501

Power Mower P. 50

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration and physical and/or verbal assistance, student will identify tools to use for various problems.	The teacher will point out the fact that the lawn is not cut near sidewalks and borders and will present tools used to cut borders. Upon verbal cue, the student will imitate. Actually viewing lawn after cutting with mower, as well as using pictures and photographs should be done. Actual tools should be introduced and practiced with.	Grasp and squeeze type hand trimmers. Hard Rubber Balls Hard Clay
3.) Upon demonstration and physical and/or verbal assistance, student will trim grass near sidewalks borders, etc. with hand trimmers.	The students should wear work gloves to prevent blisters. The teacher will grasp and squeeze trimmers cutting grass while moving along. With physical assistance and with verbal cues, the student will imitate. A strong emphasis should be placed on safety. Grasp and squeeze activities using hard rubber balls, hard clay will help strengthen wrists and hands. Eye-hand coordination may be strengthened using small pegs and pegboards (dexterity will also improve).	Pegs and Pegboard Large hedge trimmers (scissors type) Large shears and cardboard. Large tongs and objects such as blocks, etc.
4.) Upon demonstration and verbal assistance only the student will trim grass near sidewalks, borders, etc. with hand trimmers.	The teacher will again demonstrate trimming borders with grasp and squeeze type trimmers. With verbal cue only, the student will imitate. Each student will be responsible for one small section of lawn to trim. Based on neatness and safety, student who does best work will be rewarded. Grasp and squeeze activities mentioned previously should be continued.	Work Gloves
5.) Upon demonstration and physical and/or verbal assistance, the student will trim shrubs and bushes with hedge trimmers.	The teacher will grasp scissors-type hedge trimmers and then demonstrate trimming hedges, shrubs, cutting only one branch at a time and only obviously long ones. Upon verbal cue, student will imitate. Physical assistance may be given, if necessary. Cutting strips of cardboard with large shears will be helpful. Using large tongs to pick up objects will also be helpful.	
6.) Independently, the student will trim lawn, shrubs, and bushes.	The student will recognize when to trim lawn, shrubs, etc. and will safely do so. Jobs at home, school or in neighborhood may be helpful. The use of power hedge trimmers or other power equipment is not advised for students at this level.	

PLN NO 8: Learning to Assist in Homemaking

PREREQUISITE SKILLS -510-

Receptive Language
Ability to Imitate
Follows Multiple Directions
Gross Motor Coordination
Visual Tracking

Content Area IX: Skills for Gardening and Yardwork

Item No. 10: Power Mower

RELATED CONTENT ITEMS

Pouring P. 439
Mow Lawn - Hand Mower P. 501
Rake Grass and Leaves P. 502
Trimming Lawn, Shrubs and Bushes P. 509

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration and physical and verbal assistance, student will fill the mower with gasoline making sure it is turned off and away from heat and flame.	Teacher will demonstrate all safety precautions prior to letting a student near machine. The teacher will demonstrate how to fill lawn mower with gasoline. She/he will point out such things as making sure the mower is off and being away from heat or flame. Student will imitate making sure not to spill. The student will then remove gasoline can (covered) from area and wipe hands with clean rags. A funnel may be helpful in guiding gasoline. Student can practice pouring with water prior to using gasoline. Rewards should be given upon proper completion of task in each developmental level.	Gasoline in proper storage receptacle. Power mower (hand or riding type). Clean Rags Funnel
3.) Upon teacher's demonstration and physical and verbal assistance, student will start mower making sure he/she follows safety precautions.	The teacher will demonstrate how to start lawn mower making sure safety precautions are pointed out and observed. The student will imitate this procedure several times. Verbal and physical help will be given by teacher when needed. Prior to mowing student rakes the area clear of stones, sticks and papers. (See PLN #8, Content Area IX, Item No. 2 Rake Grass and Leaves.)	
4.) Upon demonstration by teacher and physical/verbal cue, student will maneuver power mower over lawn.	The teacher will demonstrate mowing lawn, making sure always to push mower and not pull, so that feet do not get caught underneath. Try to show how to mow in straight lines, rounding corners to go in opposite direction rather than turning mower around. Student will imitate requesting physical/verbal assistance when needed.	
5.) Upon demonstration by teacher and physical and verbal cue, student shuts off mower and gasoline supply to engine.	After the lawn is cut, the teacher will model the proper shutting off of the mower, emphasizing cutting supply of gasoline to engine. Teacher has student demonstrate how to stop the engine quickly in case of emergencies. The student will imitate following safety precautions. Physical and verbal assistance may be given.	
6.) Student will mow lawn with power mower (Some supervision may be needed) and store in well ventilated area.	Student will fill mower with gasoline, start mower, cut grass, shut off mower, put away in well-ventilated area and rake and put cut grass in bags for disposal. Until such time as the student is proficient, the teacher or parent should give some verbal assistance.	

BEVERAGES

Chocolate Milk
Orange Juice
Coffee

CHOCOLATE MILK

Ingredients	Utensils	Directions
Chocolate flavored mix-powdered Milk-8 oz.	Spoon Glass	Check directions on can of chocolate mix. Add 2 tablespoons of chocolate mix to 8 oz. glass of cold milk. Stir with spoon till chocolate mix is dissolved.

ORANGE JUICE

Ingredients	Utensils	Directions
Can of frozen orange juice concentrate Water	1 - 2 quart pitcher (depending on size of can) Stirring spoon, Canopener, if needed	Check directions on can for amount of water. Open can. Pour orange juice concentrate into pitcher. Fill can with cold water and add to pitcher three times. Stir until concentrate is completely dissolved. Refrigerate. Serve cold.

COFFEE

Ingredients	Utensils	Directions
Ground coffee Water	Coffee pot Measures Use of stove	Follow steps provided in PLN #8, Content Area II, Item No. 9: Use of Coffee Pot

SALADS

Celery/Carrot Sticks
Waldorf Salad
Jello

CELERY/CARROT STICKS

Ingredients	Utensils	Directions
Celery stalks	Knife	Wash celery. Cut leaves off. Cut each stalk into 2 or 3 pieces. (Take care to a void putting any celery into garbage disposals.) Wash carrots. If desired peel carrots, but not necessary. Cut off the top (where leaves grew from). Cut carrot into two pieces lengthwise, and cut each half in 2 crosswise. Salt celery and carrots if desired. To store, place carrot/celery sticks in bowl or large glass with cold water and place in refrigerator. (Variation: Fill hollow of celery pieces with peanut butter or soft spreading cheese.)
Carrots	Carrot peeler	
Salt	Glass or bowl	
Water		

WALDORF SALAD

Ingredients	Utensils	Directions
2 Apples-diced	Mixing bowl	Dice apples into pieces about 1/2 inch square. Add chopped celery, 1/2 C. raisins and 1/2 C. chopped nuts. Add 1/2 C. plain yogurt. Mix all ingredients together. Serve cold. Store leftovers in airtight container in refrigerator. (Variation: Use your imagination and substitute different fruit for apples. Add honey.)
1 stalk celery-chopped	Knife	
1/2 C. raisins	Measuring cup	
1/2 C. nuts-chopped	Spoon	
1/2 C. plain yogurt		

JELLO

Ingredients	Utensils	Directions
1 small package jello	Measuring cup	Heat 1 C. of water to boiling in pot on stove. Pour package of jello (any flavor) into bowl. Add boiling water to jello. Stir until jello is completely dissolved. Add 1 C. cold water. Stir. Leave in bowl or pour into mold. Place in refrigerator for 2 hours to set. *If adding fruit pieces, leave jello in refrigerator until it begins to thicken. Stir fruit in jello and return to refrigerator to set.
Water	Knife	
*1 cup of fruit (cut in pieces - not fresh or frozen pineapple)	Pot	
	Mold or bowl	
	Can opener if needed	
	Use of stove	

DESSERTS

Fruit Cup

Rice Krispie Bars

Chocolate Bars - "Brick"

FRUIT CUP

Ingredients

2 or more fruits

(fresh or canned)

Utensils

Sharp knife

Bowl or dessert cup

Spoon

Can opener, if needed

Directions

Dice the pieces about $\frac{1}{2}$ inch square. Mix in bowl. Add honey or sugar if sweetener is desired.

RICE KRISPIE BARS

Ingredients

$\frac{1}{4}$ C. margarine

7-10 oz. regular

marshmallows(32) or

3C. miniature

marshmallows

5-6 C. Rice Krispies

Utensils

Spoon

Measuring cup

Pot

13 x 9 inch pan -

greased

Use of oven

Directions

Melt $\frac{1}{4}$ C. margarine in pot on stove at low heat. Add marshmallows over low heat and stir till melted and mixed. Remove from heat. Add 5-6 C. Rice Krispies to marshmallow and margarine mixture. Stir till evenly coated. Spread into buttered 13 x 9 inch pan. Refrigerate until set enough to cut. Can be cut into 24 two inch squares.

CHOCOLATE BARS - "BRICK"

Ingredients

6 oz. package chocolate

chips or morsels

1 small can condensed

(Eagle Brand) milk

1 $\frac{1}{2}$ C. graham cracker

crumbs

Utensils

Mixing bowl

Spoon

9 inch square pan -

greased

Knife

Hot pads or asbestos

gloves

Use of oven

Directions

Mix chocolate chips, milk, and graham cracker crumbs in bowl. Pour into greased (bottom and sides) 9 inch square pan. Bake in oven at 350 for $\frac{1}{2}$ hour. Let cool 10 - 20 minutes outside oven. Cut bars and remove from pan as soon as cool enough to handle. Bars left longer in pan turn to "brick". Store in plastic container or wrap in foil.

BREAKFAST FOODS

Crunchy Granola

Fried Egg with cheese in muffin
Scrambled eggs

CRUNCHY GRANOLA

Ingredients	Utensils	Directions
4 C. oats	Measures	Mix all ingredients together well. Place on cookie sheets. Bake at 200 F for 60 minutes, turning each 15 minutes. Cool. Store in closed 2 quart jars. Serve with milk for cereal or just as is for a snack.
$\frac{1}{2}$ C. wheat germ	Mixing bowl	
$\frac{1}{2}$ C. coconut or $\frac{1}{2}$ C. sugar	Stirring spoon	
$\frac{1}{2}$ C. raisins	Cookie sheets	
1 C. nuts, any type crushed	2 quart jars or plastic storage containers	
$\frac{1}{2}$ C. honey	Use of oven	
$\frac{1}{2}$ C. oil		
dash salt (omit if nuts are salted)		

EGG & CHEESE IN MUFFIN

Ingredients	Utensils	Directions
Oil	Frying pan & cover	Heat oil or melt butter in pan on stove - medium heat. Crack egg into pan when oil/butter is sizzling. Salt and pepper to taste. Flip egg with pancake turner when done on one side. Place a slice of cheese over egg and cover pan. Toast English muffin in toaster (if not pre-cut, split into 2 with knife). Remove from toaster and butter. When cheese on egg has melted, use pancake turner to remove egg from pan and place between halves of toasted English muffin. Eat like a hamburger.
Margarine/butter	Pancake turner	
Egg	Knife	
English muffin	Toaster	
Slice of cheese	Use of stove	
Salt/Pepper		

SCRAMBLED EGGS

Ingredients	Utensils	Directions
3 eggs	Measures	Crack 3 eggs open. Beat them in bowl with $\frac{1}{2}$ C. milk and $\frac{1}{2}$ t. salt using spoon or a beater. Melt 1 T. butter in pan. Pour egg mixture in and cook on low heat. Stir constantly with a fork till eggs are desired texture. (Variation: Stir grated cheese into egg mixture before pouring in pan.)
$\frac{1}{2}$ C. milk	Spoon	
1 tablespoon margarine or butter	Bowl	
$\frac{1}{2}$ teaspoon salt	Frying pan	
	Use of stove	
	Fork	

LUNCH FOODS

Peanut Butter Sandwich
Tomato Soup
Grilled Cheese Sandwich

PEANUT BUTTER & HONEY/JELLY SANDWICH

Ingredients	Utensils	Directions
Bread - 2 or more slices	Knife	Spread peanut butter on one side of one piece of bread. Spread honey or jelly on one side of other piece. Place these two sides together. Cut in half to eat.
Peanut Butter		
Honey or jelly		

TOMATO SOUP

Ingredients	Utensils	Directions
Can of tomato soup	Spoon	Open can of soup. Pour contents into pot. Add one can of water (or milk or half water and half milk) to soup in pot. Stir till mixed evenly. Heat on low - medium heat. (Read directions on the label first - some canned soup tells you not to add water.)
Water or milk	Can opener	
	Pot	
	Use of stove	

GRILLED CHEESE SANDWICH

Ingredients	Utensils	Directions
Margarine/butter	Knife	Butter one side of each piece of bread. Buttered sides will be the outside of the sandwich. Place cheese between 2 slices of bread, buttered sides out. Cook in pan on medium heat until toasted on one side. Flip sandwich onto other side with pancake turner and cook until toasted. Remove from pan and cut in half - ready to eat.
Bread - 2 slices	Pan	
Slice of cheese	Pancake turner	
Slice of meat or tomato if desired	Use of stove	

DINNERS

Poor Man's Lobster
Rice Tomato Casserole
Pizza

POOR MAN'S LOBSTER

Ingredients	Utensils	Directions
1 lb. package frozen haddock - cut into cubes (1½ inch)	Knife	Thaw fish several hours. Cut fish into cubes - 1½ inch cubes. Fill pot with enough water to cover fish. Add salt and caraway to water. Bring pot of water and seasonings to a boil. Add cubes of fish. Cook 12 minutes or until fish flakes. Melt butter in second pot. Serve fish dipped in melted butter.
1 tablespoon caraway (or 1 T. dill seed)	Measuring spoons	
1 teaspoon salt	Pots - 2	
Water	Use of stove	
Butter (¼ lb. or less)		

RICE TOMATO CASSEROLE

Ingredients	Utensils	Directions
½ lb. ground beef	Pan	Chop onion and put into pan. Add ground beef. Brown beef with chopped onion in frying pan at medium heat. (If meat is very lean, may need oil to brown meat.) Dice celery. Mix in casserole with the meat and onion: ½ C. uncooked rice, 1 C. celery diced, 1 can tomatoes. Add ½ C. water. Salt and pepper according to taste. Bake for one hour in oven at 375.
1 medium onion - chopped	Knife	
½ C. uncooked rice	Spoon	
1 C. celery-diced	Measuring cup	
1 (No. 2) can of tomatoes	Can opener	
½ C. water	Casserole dish	
Salt	Use of oven	
Pepper		
Oil		

PIZZA

Ingredients	Utensils	Directions
<u>Crust</u> 1½ teaspoon dry active yeast ½ C. lukewarm water 1½ C. whole wheat flour 1 teaspoon oil	Measures Bowl Spoon Cookie/pizza pan - greased	Dissolve 1½ teaspoon dry active yeast in ½ C. lukewarm water. Add this mixture and 1 teaspoon of oil to 1½ C. flour. Mix well. Spread dough onto greased pizza pan or cookie sheet. May shape into circle or rectangle, but dough should be even and flat, about ¼ inch thick.
10 oz. can tomato sauce ½ C. grated mozzarella cheese	Can opener Grater Hot pads Use of stove	Open can of tomato sauce. Pour onto pizza crust - spread evenly over entire crust. Grate cheese (any kind desired) and sprinkle evenly over crust and tomato sauce. Add sliced vegetables and/or meat on top of cheese. Bake at high heat, 450, for 10-15 minutes till crust is done.
<u>Optional</u> Small onion-sliced Green pepper-sliced Mushrooms-sliced or bits and pieces Sausage-sliced	Knife	(May want to bake crust partially before adding tomato sauce, cheese and other ingredients if crust is thick.) Cut with knife or scissors and serve.

PERSISTING LIFE NEED #9

Learning Good Use Of Leisure Time

Learning Good Use Of Leisure Time provides specific suggestions for teaching the essential attitudes and skills necessary for locating and participating in desirable sources of recreation. Skills for playing table games, swimming skills, bowling skills, baseball skills and hockey skills are just a few of the areas covered.

PLN NO. 9: Learning Good Use of Leisure Time

Content Area 1: To Develop and Maintain Skill in Miscellaneous Games

Item No. 1: Lotto Games

PREREQUISITE SKILLS -520-

Attending & imitation behavior
Fine motor skills
Visual discrimination, acuity & tracking
Color discrimination
Receptive language
Eye-hand coordination

RELATED CONTENT ITEMS

Matching Object, Pictures & Symbols P. 7
Color Recognition P. 35-37
Matches Numeral with Correct Number of Symbols P. 54
Games of Chance (Bingo) P. 521

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student will respond by pointing to pictures, numbers or letters on master lotto card.	Teacher presents various master lotto cards. Following verbal cue "Point to the apple" or "Point to the boat", student responds by pointing to appropriate one, following teacher's demonstration of the task. Students should be allowed to handle the lotto game, to familiarize themselves with the texture, size and shape of the cards.	Picture Lotto, Jumbo Lotto, Zoo Lotto, Go Together Lotto, What's Missing Lotto, Shape Lotto, Farm Lotto, Color Lotto Valley School Supply, Appleton, WI, \$1.25 - \$1.70 each Madison School Supply Madison, WI Eau Claire School Supply Eau Claire, WI Ideal School Supply, Oak Lawn, IL 60452 The Learning Shop, Westgate Shopping Center Madison, WI 53705
3.) Upon demonstration of task and verbal cue, student will identify individual item on lotto cards.	Teacher presents master lotto card and various individual lotto cards. After student identifies item such as "apple" on the master card, teacher presents individual cards along with verbal cue, "Find another apple". Student responds by pointing to appropriate card, following demonstration of task. Initially, teacher should present only two individual cards to have the student choose from. Gradually, the number can be increased.	
4.) Upon demonstration of task and verbal cue, student will match card to box on master lotto card.	Teacher presents lotto game. Following teacher demonstration and verbal cue, "Match the pictures", student picks up individual card with "apple" and places it over picture of "apple" on master lotto card. Student should identify and match colors, shapes and objects that he is familiar with.	
5.) Student will independently match one item on a master lotto card.	Teacher presents lotto game. Without assistance, student matches one or more items on master lotto card. Teacher can cover portion of the master card with paper and have student only complete exposed boxes. More items on master card can gradually be exposed by removing paper.	
6.) Student can independently set up lotto game and complete simple master card.	Teacher presents lotto game. Student places master card in front of him, and spreads individual cards, face up, next to master card. Student then matches items until card is complete.	

PLN NO 9: Learning Good Use of Leisure Time

Content Area 1: To Develop and Maintain Skill in Miscellaneous Games

Item No. 2: Games of Chance (Bingo)

PREREQUISITE SKILLS

Attending & Imitation behavior
Fine motor skills
Visual discrimination, acuity & tracking
Receptive language
Eye-hand coordination
Ability to recognize numerals & numbers

RELATED CONTENT ITEMS

Matching Object, Pictures & Symbols P. 7
Color Recognition P. 35-37
Matches Numeral with Correct Number of Symbols P. 54
Lotto Games P. 520

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and following verbal cue, student will respond by pointing to pictures, numbers or letters.	Teacher presents various sample cards (separate enlarged cards of pictures, numbers or letters). Following verbal cue, "Point to the 'horse'" or "Point to the 'B'", student responds by pointing to appropriate one.	Flash cards of separate symbols to be used on game cards.
3.) Upon demonstration of task and following verbal cue, student will respond by pointing to pictures, numbers or letters (Bingo, if appropriate) on actual game card.	Teacher presents actual game card. Following verbal cue "Point to 'B'" or "Point to '8'" or "Point to 'dog'", student responds by pointing to appropriate box on sample game card. Initially, teacher should use simple designations, such as single numbers or objects (similar to lotto), rather than the traditional "B - 24" type combinations. The latter require student to first identify the column and then the number in that column, a higher level task.	Bingo Games, found at stores such as: Woolworths K-Mart Shopko Most school supply companies
4.) Upon demonstration of task and following verbal cue, student will respond by placing marker over correct symbol.	Teacher presents actual game card to student. Following verbal cue "Place a marker on designate symbol", student responds appropriately. Eventually, verbal cue should be shortened, eliminating "Place a marker on" phrase.	
5.) Student can recognize a winning card with completed vertical, horizontal or diagonal formation following verbal cue.	Teacher sets up samples of winning card (such as vertical, horizontal or diagonal). These cards, along with partially completed cards, are presented to student. Following verbal cue "Show me a winning card", student responds by pointing to appropriate one. Teacher should discuss with student that when his card matches a winning card, student has won and should raise his hand or make other appropriate gesture to indicate as such.	
6.) Student can independently play a round of "Bingo", be able to recognize a winning card, and check it by calling back symbols on it.	Student will be able to participate independently in a round of "Bingo". If and when student has a winning card, he will indicate as such. Student will call back symbols on winning card when requested to by teacher.	

PLN NO. 9: Learning Good Use of Leisure Time

Content Area 1: To Develop and Maintain Skill in Miscellaneous Games

Item No. 3: Puzzles

PREREQUISITE SKILLS -525-

Attending & Imitation behavior
Fine motor skills
Visual discrimination, acuity & tracking
Eye-hand coordination

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 4
Separation Figure Ground P. 5
Complexities Incomplete Visual Images P. 8
Fine Muscle Control for Assembling Small Objects P. 308

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student places piece of primary puzzle that is partially out of slot securely into position with physical assistance if necessary.	Teacher presents primary puzzle to student. (Primary puzzles are constructed so that each subject is one solid piece rather than many pieces.) Single puzzle piece is positioned so it is partially out of slot. (A slight push should be all that is needed to place the piece into its slot.) Teacher presents puzzle so that piece is partially out of slot (as described above). Following teacher demonstration and verbal cue "Put the piece in", student pushes piece into position. Teacher presents puzzle with piece progressively farther out of slot.	Primary puzzles Baby puzzles Clock puzzles Map puzzles Parquetry puzzles Playtool Puzzle Plaques, Milton Bradley Lauri Enterprises, MFRS Phillips, Avon, ME 04966 Most school supply companies
3.) Upon demonstration of task and verbal cue, student places piece of primary puzzle that is entirely out of slot into position without assistance.	Teacher presents primary puzzle to student with correct piece placed adjacent to its slot. Following teacher demonstration of task and verbal cue "Put the piece in", student places piece into position. (Piece is presented in its correct spatial orientation, making it unnecessary for the student to rotate the piece in any way in order to place it into slot.) Puzzle pieces with knobs may aid the student in manipulating the pieces.	
4.) Upon demonstration of task and verbal cue, student completes one piece puzzle with piece presented in any position.	Teacher presents primary puzzle to student with piece placed adjacent to board in any position other than proper orientation. (Piece may be upside down or sideways, but painted surface is always visible to student.) Following teacher demonstration of task and verbal cue "Put piece in", student picks up piece and rotates it until he can place it correctly into the slot.	
5.) Upon demonstration of task and verbal cue, student completes three to nine piece puzzle.	Teacher gradually introduces puzzles with more pieces, based upon the development of the student. Teacher presents puzzle with all pieces removed placed adjacent to puzzle board. Following teacher demonstration of task and verbal cue "Put the pieces in", student proceeds to finish puzzle. Student can be given parquetry blocks (geometric shaped blocks in various colored forms that can be placed in an unlimited number of patterns).	
6.) Student can independently select and complete a puzzle.	Teacher can set area aside within classroom where puzzles are stored. When free time is allotted, student is able to choose a puzzle, take it back to his seat and complete it. Fully interlocking puzzles are recommended at this level. As student advances, more difficult puzzles (such as borderless) may be made available to the student.	

PLN NO 9: Learning Good Use of Leisure Time

Content Area 1: To Develop and Maintain Skill in Miscellaneous Games

Item No. 4: Checkers

PREREQUISITE SKILLS

Attending & Imitation behavior
Fine motor skills
Visual discrimination, acuity & tracking
Eye-hand coordination
Color discrimination
Receptive language

RELATED CONTENT ITEMS

Identifies Colors as Being Alike or Different P. 36
Following Simple to Multiple Directions in Sequence P. 80
Taking Turns P. D3

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student can set up checker board with pieces.	Following teacher demonstration of task and verbal cue "Set the board up", teacher presents the checkers and board to student. Student responds by separating the two colors of checkers and correctly setting up the board.	Checkers set Candy (e.g., chocolate beans) Throw cushions for variations of game
3.) Upon demonstration of task, student can move checkers in appropriate direction on dark squares.	Teacher goes to same side of table as student and shows student how they take turns, using a few different colored pieces to move pieces forward on dark squares. When student can do that, teacher challenges student to a race, using one or two pieces for each competitor, starting from same side of board (they use different colored pieces). Players are to race to other side of board, and anyone moving onto light square has to retreat a step). Teacher intentionally moves on light square to test student's observation. Then they start from opposite sides of board.	
4.) Upon demonstration of task, student "jumps" over opposing piece and takes it.	Using only a few pieces on board, teacher first shows student how to take piece from other side and student performs this. Then teacher shows student when he cannot take other piece even when own piece is in front of it (like when he comes to side of board). After a few practices, chocolate beans of two colors may be used as pieces, and pieces taken may be eaten. Double and triple "jumps" can also be shown to student. Game is played where "exchanges" are made. In simpler variation, number of pieces reaching other side of board determines winner. "Kings" are not used. Abler students go to level #5.	
5.) Upon demonstration of task, student "crowns" his "king" and uses it correctly.	Practices can be carried out with only a few pieces if this is less confusing for student. Games are played with student, emphasis being on enjoyment. Since it is important for beginner to have positive experience, teacher may wish to allow student to win occasionally, and to praise correct moves.	
6.) Student plays checkers independently.	As student improves, simple strategies may be introduced. Game may still be played with candy as pieces, using larger pieces as "kings". Students may mark out larger squares on floor with chalk and play with larger objects (e.g., throw cushions), or even use students as pieces. Smaller number of squares may be used, e.g., 5 x 5 board.	

TEACHING SUGGESTIONS FOR SWIMMING*

1. Instructors may have to develop within the students a "readiness for learning". A desire to want to follow directions and an interest in the activity are generally good indications that the student is ready for instruction.
2. Work on a ratio of one instructor (or aide) to one trainable student. Educable students might have a ratio of one instructor to 3 or 4 students.
3. Children may have an unreasoning fear of the water. Use tact and patience to get them into the water.
4. The mental rather than the physical age of the children will have to determine the approach to be used by the instructor. Repetition will be one key to successful teaching.
5. Use a calm and well-controlled voice, rather than an excitable one, when speaking to the students. The facial expressions and the tone of voice used by the instructor while giving directions will do much to instill in the students a feeling of friendliness toward the instructor.
6. Don't expect immediate results as far as the learning of a skill is concerned. Patience--patience, more patience, and still more patience is the key that will unlock the door to a worthwhile experience for both you and your students.
7. Keep the fun in fundamentals. Use a game approach to teach the fundamentals.
8. Set a realistic goal for each student.
9. Work in water with the student.
10. Guard children carefully. Select one instructor to remain on the deck to serve as a life guard.
11. Develop group participation as soon as possible.
12. Demonstration will be more effective than verbal explanation.
13. Children may hesitate to put their faces in the water. Give continued attention to breath control.
14. Flotation devices such as canisters, water wings, half-rings, and similar aids are recommended after the student has made physical and mental adjustment to the water. Used properly, these aids will assist the student to maintain a good body position and to develop a pattern of movement.
15. Pay particular attention to students who are subject to convulsive seizures.
16. After swimming be sure Mongoloid children are well dried, especially the hair. These children are abnormally susceptible to respiratory infections.
17. Children are usually great imitators. Teach by indirection as well as by direction.
18. Give each student a chance to experience some success each class period.
19. Encouragement goes a long way with the student. Be quick to praise. Recognition for good work is an excellent tonic.
20. Be firm. Maintain good discipline. Offer positive leadership. These children usually respond well to a good teacher.
21. Give each student an opportunity to demonstrate some skill or skills to the remainder of the class. This will be a source of much satisfaction to the student and may motivate others to work harder.

*"Learning to Get Along in the Water", suggested by A. P. Ferro, Principal, Maywood Avenue Elementary School, Maywood, New Jersey.

22. Some part of every class period should be devoted to group activity.
23. Do not touch the student unless you have told him what you plan to do.
24. Sell yourself to your students before attempting any formal teaching.
25. Avoid the tendency to try to cover too much ground. Allow the student plenty of time to learn a skill before moving on to the next one.
26. In the interest of not confusing the students, attempt to follow the same procedure during the early part of the swimming period.
27. Review skills learned during the previous periods before introducing new skills.
28. Learn as much as possible about the students before the first class period.

PLN NO 9: Learning Good Use of Leisure Time

Content Area II: To Develop and Maintain Swimming Skills

Item No. 1: Submerging in Water

PREREQUISITE SKILLS -526-

Attending behavior
Gross & fine motor skills
Body awareness
Sitting & standing balance
Visual discrimination & acuity
Receptive language

RELATED CONTENT ITEMS

Bathing P. 312
Teaching Suggestions for Swimming P. 524-525
To Develop and Maintain Swimming Skills
P. 527-536
Water Play P. 574

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student sits on side of pool and dangles feet in water with assistance on shallow end.	Teacher sits with student on edge of pool swinging feet back and forth in water. (Take all the time you need for each level as child cannot be rushed. You may spend 2 or 3 or more sessions on one level. Teacher must have on swimming suit and get right into pool with child.) To aid the student in adjustment to the temperature and feel of the water, teacher can sing "This is the way we wash our face" and have students wet their face, arms and torso (in that progression), while remaining on the ledge.	"A Practical Guide for Teaching the MR to Swim", Council for Nat'l Coop. in Aquatics for Health, Phys Ed. & Rec., 1201 16th St., NW., Washington D. C. 20036
3.) Student walks into pool to water that is waist deep or (in deeper water) allows himself to be lifted from side of pool and slowly immersed in water to the waist.	Teacher takes child's hand and walks into water (if pool has steps at shallow end) or teacher lifts child from side of pool and with arms around child gently immerses him in water to waist. (Small child may put arms around teacher's neck and legs around waist.) Teacher repeats above task ("This is the way we wash our face), while student is immersed in waist level water.	"Swimming for the Handicapped" (Instr. Manual). American Nat'l. Red Cross, Washington, D. C. Flotation Devices Movies: Beginner Swimming
4.) Student accustoms him self to locomotion in the water - walking around and getting the feel of the water with physical assistance.	Teacher takes child's hand and walks around in pool. Teacher takes both hands of child and jumps up and down in water - child gets used to splashing water in face. Play ring-around-the-rosy in water. To increase body awareness in water, teacher has student stand on one leg, kneel and sit in shallow area. Teacher stretches rope across an area in shallow water and has student step and jump over it. Many water stunts and games for the beginning swimmer are compiled in the publication "Practical Guide for Teaching MR to Swim".	Getting Afloat Advanced Swimming University Extension UW-Madison
5.) Upon demonstration of task, student bends over at waist with feet on the bottom of pool and immerses face in water and blows bubbles. (Jelly Fish Float)	Teacher demonstrates putting face in water. Child imitates. Teacher blows bubbles and child imitates teacher. (Teaches child to exhale and blow in school - blowing feathers, straws across table, blowing through a straw into water. Take a blown up balloon to pool and play a game having children blow balloon in air. Practice blowing soap bubbles and blowing out candles.)	Feather, straws, soap bubbles, candles, pucks, rope, balls, rings, pipes Physical Education Curriculum for the Mentally Handicapped, Bulletin #710? Division for Handicapped Children, Wisconsin Department of Public Instruction, pp. 72-74
6.) Upon demonstration of task, student submerges to recover object at bottom of waist deep water.	While standing on bottom of pool, teacher puts object on bottom of pool and goes down into water to show child how to pick it up. Child imitates teacher. (Put goggles on child and let him go to bottom of pool.) Keep trying until child has accomplished this task. Most children like water goggles and flippers and will be more likely to go to the bottom with this equipment on, if possible, eyes should be kept open. Have students play "Picking Posies". Use pucks for posies and have students collect them from the bottom of the pool.	

PLN NO 9: Learning Good Use of Leisure Time

Content Area II: To Develop and Maintain Swimming Skills

Item No. 2: Breath Control

PREREQUISITE SKILLS

Attending behavior
Gross & fine motor skills
Body awareness, Receptive language
Standing balance, Imitation behavior
Ability to blow air out of mouth

RELATED CONTENT ITEMS

Teaching Suggestions for Swimming P. 524-525
To Develop and Maintain Swimming Skills P. 526-536

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task, student blows bubbles in water filled cupped hands.	Instructor demonstrates by filling hand with water and blowing into hand. Student imitates teacher. (Use blowing ideas under activities #5 in Submerging in water.) Outside of pool, teacher has students breathe by inhaling and exhaling air through the mouth only. Teacher tells students to roar like a tiger and then place face in hands filled with water. Forceful roaring inures student is blowing outwards.	Shallow pan Candles Apples Same publications and movies as Item No. 1 Balls - nerf balls styrofoam Counting game Whistles
3.) Upon demonstration of task, student puts face in water and blows bubbles.	Instructor stands in waist deep water and demonstrates by putting face in water and blowing bubbles. Pupil imitates instructor. Teacher tells students to roar like a tiger while face is submerged in pool, producing bubbles.	
4.) Upon demonstration of task, student bobs in water with assistance.	Instructor stands in water and bobs head in and out of water. Student imitates instructor. Use a pan of water for the small children. Have them put their face in. (Put apples in a tub of water. Bob for apples to get child used to having their face in water.) Students stand in water so that when they touch their toes with their hand, their face is submerged.	
5.) Upon demonstration of task, student bobs in water and breathes rhythmically with assistance.	Instructor stands in waist deep water and bobs head in and out of water rhythmically. Instructor explains breathing while head is out of water. Student imitates teacher. (To get student used to breathing rhythmically, practice in gym at school while exercising. Inhale and raise hands over head and go up on your toes - exhale while lowering arms and bringing heels down on floor.) To create the concept of rhythmic breathing in water, student blows out a candle and then repeats. Student then places his face under water, comes up, opens his eyes, blows candle out and goes back under. Have student maintain count of the number of candles (4) encourage that his eyes remain open).	
6.) Student bobs in water and breathes rhythmically independently.	As teacher watches, pupil practices unassisted bobbing head in and out of water and breathing rhythmically. Upon demonstration of task, student stoops down, submerging entire body while blowing under the water.	

PLN NO. 9: Learning Good Use of Leisure Time

Content Area II: To Develop and Maintain Swimming Skills

Item No. 3: Kicking

PREREQUISITE SKILLS -528-

Attending behavior
Gross & fine motor skills
Body awareness, Imitation behavior
Sitting balance
Receptive language
Breath control

RELATED CONTENT ITEMS

Teaching Suggestions for Swimming P. 524-525
Combination - Arms and Kick P. 533
Combination Breathing, Arms and Kick P. 534

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task, student sits on side of pool with legs straight and toes pointed and can make a flutter kicking motion in the air.	Teacher demonstrates flutter kicks while sitting, on stomach, on back, in gym before going to the pool. Teachers may have to take student's legs or feet and actually move them up and down to show the student. If student is on his back, it is easier to flutter kick if hands are under buttocks. Use scooters in school and lie on stomach and flutter legs. Teacher sits beside student while he sits on edge of pool and flutter kicks legs.	Kick Board Scooter Same publications and movies as Item No. 1 Poles
3.) Upon demonstration of task, student sits on side of pool with legs straight and toes pointed and can make a flutter kicking motion in the water.	Teacher demonstrates flutter kicking sitting on side of pool with feet in water, being sure to keep legs straight and toes pointed. Teacher gets into pool and acts as child with fluttering legs in and out of water. (If necessary, teacher takes student's legs and moves them up and down.)	
4.) Upon demonstration of task, student holds onto side of pool while on stomach and kicks feet.	Practice in gym - get on stomach with hands stretched overhead and flutter hands and feet alternately. Teacher gets into pool on stomach and holds onto the side of the pool flutter kicking legs. Student imitates teacher.	
5.) Upon demonstration of task, student holds onto instructor's hands and kicks feet moving through the water.	Teacher takes hold of student's hands and pulls him through water with student on stomach doing the flutter kick. (Student may pull teacher in water - teacher shows how much fun it is.) To introduce student to kicking board, teacher has student hold onto the kicking board and stretch out his body in the water, then curl body and stand up.	
6.) Upon demonstration of task, student propels himself through the water with kick board assistance.	Teacher demonstrates gliding through the water on stomach, kicking legs, holding kick board. Pupil then imitates teacher. If necessary, put air filled water ring around chest of child (or use arm bands). It will keep him afloat and give him confidence while kicking. Teacher has student propel self through water in this manner first with face out of water, and then with face submerged, doing "Tiger Roar" (See Item #2).	

PLAN NO 9: Learning Good Use of Leisure Time

Content Area II: To Develop and Maintain Swimming Skills

Item No. 4: Jumping into Water

PREREQUISITE SKILLS

Attending & Imitation behavior
Gross & fine motor skills
Body awareness
Standing balance
Ability to jump

RELATED CONTENT ITEMS

Jumping to Lower Level P. 160
Walking on Slippery Surfaces P. 162
Teaching Suggestions for Swimming P. 524-525
Submerging in Water P. 526
Diving P. 536

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student jumps into water from a sitting position into arms of instructor.	Practice jumping on trampoline in school - excellent exercise before trying it in water. Teacher takes student around waist while student is sitting on side of pool and helps student lower himself into water. Teacher takes student's hand while student is in a sitting position and helps lower student into pool. Student jumps in from sitting position without assistance from teacher. Teacher jumps up and down splashing in water with student in arms.	Same publications and movies as in Item No. 1
3.) Student jumps into shallow water from a standing position while instructor is holding hands.	Teacher takes hold of the student's hand and he jumps into shallow water from a standing position. Teacher gradually takes student into deeper water for jumping.	
4.) Student jumps into waist deep water so that hands and arms are in an outstretched, forward position while instructor is in front and in the water.	Teacher demonstrates proper safety jump in gym - jumping from a two foot platform and landing on a mat. Student imitates teacher. Teacher demonstrates safety jump from side of pool in waist deep water - student imitates teacher.	
5.) Student jumps into waist deep water so that arms are in an outstretched forward position and legs are apart with one foot forward and one backward.	Teacher demonstrates safety jump (arms outstretched, legs apart with one foot forward and one backward) and with teacher on edge of pool supervising student jumps into waist deep water.	
6.) Student can jump into chest deep water and land so that arms are outstretched in a forward position and legs are apart with one foot forward and one backward.	Teacher demonstrates safety jump into chest deep water. Student imitates teacher using the safety jump. Teacher offers verbal reinforcement.	

PLN NO. 9: Learning Good Use of Leisure Time

Content Area II: To Develop and Maintain Swimming Skills

Item No. 5: Floating - Face Down

PREREQUISITE SKILLS -530-
 Attending; & Imitation behavior;
 Gross & fine motor skills
 Body awareness
 Standing balance
 Breath control
 Receptive language

RELATED CONTENT ITEMS
 Teaching Suggestions for Swimming
 P. 524-525
 To Develop and Maintain Swimming Skills
 P. 526-535

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student holds on to side of pool with face in water and legs outstretched.	Teacher encourages student to relax. In teacher's arms as student holds on to side of pool with face in water and legs outstretched. Student gets the feel of the water. In a shallow portion of the pool (water depth between 12 and 24 inches), student stretches out and places hands on the bottom of the pool. In this position student walks forward and backward on his/her hands to obtain a feeling of buoyancy in water.	Flippers Goggles Same publications and movies as in Item No. 1
3.) Student puts face in water and is pulled by instructor to a prone position.	Teacher first demonstrates proper floating position and then has student pull teacher across pool. Teacher then takes student's hands and pulls student in a floating position across the pool. Student walks on hands across pool (as described in Level 2) with face submerged, holding his breath. Students can hold races in this position.	
4.) Student floats face down in water unassisted.	Encourage student to float face down in water keeping eyes open. Use stop watch as a motivation and see how long child can float (child will try harder). Children love water goggles and flippers - reward them by letting them wear in pool. Take pictures of child floating as a reward. While walking on hands across shallow section, student attempts to lift both hands to the surface simultaneously while keeping his face in the water.	
5.) Student floats in water being able to touch bottom of pool with feet and return to standing position with assistance.	Teacher demonstrates floating and returning to a standing position and assists child to do this by pushing hands in a downward movement, raising head out of water, and flexing knees allowing feet to touch bottom of pool. The jelly fish float may aid the student in improving his sense of balance and buoyancy. Student stands in waist deep water with feet apart, bending at waist, placing hands on thighs, inhaling through mouth, placing face in water and sliding hands down towards his ankles, causing him to float like a jelly fish.	
6.) Student floats in water unassisted and returns to standing position without assistance.	Teacher supervises as child demonstrates ability to float face down in water and return to upright position. Teacher gradually increases the time that the student floats. A variety of floating stunts and exhibitions are described in the publication "A Practical Guide for Teaching the MR to Swim".	

PLN NO 9: Learning Good Use of Leisure Time

Content Area II: To Develop and Maintain Swimming Skills

Item No. 6: Gliding

PREREQUISITE SKILLS

Attending & Imitation behavior
Gross & fine motor skills
Body awareness
Standing balance
Breath control
Receptive language

RELATED CONTENT ITEMS

Teaching Suggestions for Swimming
P. 524-525
To Develop and Maintain Swimming Skills
P. 526-536

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student pushes off side of pool in horizontal position on stomach with assistance.	In waist deep water, the teacher demonstrates gliding by leaning forward with arms extended and hands together until the shoulders are below water surface. Taking a breath, he places face into water and pushes forward from bottom or side of pool. Student imitates teacher with teacher assisting. (Teacher may hold on slightly to student's suit to keep him floating.) If a student has difficulty putting both feet against the wall of the pool, he can place one foot against the wall and the other on the bottom of the pool.	Kick board Same publications and materials as Item No. 1
3.) Student pushes off side of pool in horizontal position on back with assistance.	Teacher demonstrates by holding onto the overflow with both hands, keeping head back with ears in water and placing both feet against wall of pool. He removes hands, straightens knees and pushes away from wall. Student imitates teacher with teacher assisting. As student gains confidence, have him attempt glide by squatting down and pushing back hard off the bottom so that he is gliding towards shallow water. It is important the student does not tilt his head back too far so water will not wash back over his face.	
4.) Student pushes off from bottom of pool unassisted with face in water.	Teacher encourages gliding to side of pool from horizontal position increasing distance as skill improves. Teacher may stand with arms outstretched and child glides to teacher and takes her hands. A kick board or flutter board can be used as an aid to the student. Races can be held. A variety of shallow water races are described in "A Practical Guide for Teaching the Mentally Retarded to Swim".	
5.) Student pushes off from side of pool toward deeper end with face in water unassisted. Returns to standing position when breath is needed.	Teacher places a ball a few feet from child in deeper water and encourages child to glide and retrieve ball. Student should keep hands and feet together, making sure their chin is down and face is kept under the water surface.	
6.) Student glides on both back and stomach to sides of pool and away from sides without assistance.	Teacher supervises as student demonstrates skill of gliding in a horizontal position on back and stomach. Teacher should encourage the student to increase distance of each glide. Student can have contests to see who can glide the farthest.	

PLN NO 9: Learning Good Use of Leisure Time

Content Area II: To Develop and Maintain Swimming Skills

Item No. 7: Treading

PREREQUISITE SKILLS -532-
 Attending & imitation behavior
 Gross & fine motor skills
 Body awareness
 Standing balance
 Receptive language
 Breath control

RELATED CONTENT ITEMS
 Learning to Ride a Bicycle P. 164
 Teaching Suggestions for Swimming
 P. 524-525
 To Develop and Maintain Swimming Skills
 P. 526-536

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task, student can stand in shallow water, jump up and move body in different ways - twist, pedal as on a bike, turn with physical assistance.	Practice pedalling on a stationary bicycle in gym. Put feet up in air while student is on back and pedal as for a bicycle. If necessary, teacher takes student's feet and rhythmically helps student to imitate bike ride. Teacher demonstrates the proper leg movements in gym and then in shallow end of pool. Student imitates. In water, teacher supports student as student rhythmically imitates pedaling movements.	Flotation devices Same publications and movies as in Item No. 1
3.) Upon demonstration of task, student can stand in waist deep water and move hands in various ways - scull, paddle, fin and wing with verbal assistance.	Teacher demonstrates various hand movements in waist deep water showing scull, paddle, fin and wing movements. Student imitates movements with teacher assisting.	
4.) Upon demonstration of task, student can hold on to deck of pool and move the legs in different ways with physical assistance.	Teacher demonstrates the different kicking movements to student and student imitates. Put flippers on student to aid in treading water. Teacher demonstrates flotation devices on side of pool. Using flotation device (inflated arm bands or rings), student wades into deep water and practices leg and arm movements. Various leg movements can be introduced such as the frog kick, scissors, flutter kick, pedaling movements or just free kicking movements.	
5.) Upon demonstration of task and verbal cue, student can move to center of pool unaided by flotation devices and move arms and legs in treading motion.	Teacher demonstrates the treading movements in center of pool and the student does the same without using any flotation devices. Have student hold onto overflow or deck of the pool with one hand so that the opposite arm and leg can be used in a treading motion. Student turns and repeats the same action with other arm and leg.	
6.) Without assistance, student is able to tread water for increasing lengths of time.	With teacher supervising, the student treads water increasing length of time as he improves. Student can also gradually move out to increasing depths. Students can have contest to see who is able to tread water for the longest period of time.	

PLAN NO. 9: Learning Good Use of Leisure Time

Content Area II: To Develop and Maintain Swimming Skills

Item No. 9: Combination - Arms and Kick

PREREQUISITE SKILLS

Attending & imitation behavior
Gross & fine motor skills
Body awareness
Receptive language
Breath control

RELATED CONTENT ITEMS

Teaching Suggestions for Swimming
P. 524-525
To Develop and Maintain Swimming Skills
P. 526-536

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task, student can practice proper arm stroke out of water with physical assistance.	Student may practice in gym - lie on stomach, flutter arms first, then legs - then flutter arms and legs rhythmically. Teacher demonstrates proper arm stroke out of water and student imitates teacher with teacher assisting. Proper arm stroke consists of first using one arm and then another; coordinate both arms through a complete rhythmic cycle. (Extend arms forward, pull one arm down and back almost to legs with elbow bent, recover along the side to extended position; arms are continually trying to overtake one another, never quite succeeding.)	Ball Same publications and movies as in Item No. 1
3.) Upon demonstration of task, student practices proper arm stroke in waist deep water with face submerged in water, with physical assistance.	Teacher demonstrates proper arm strokes in pool with face in water, and then assists student by moving student's arms rhythmically, making sure student's face is in water.	
4.) Upon demonstration of task, student can use the arm stroke in combination with the prone glide for the length of a breath while assisted.	After teacher demonstrates, the student practices proper gliding method in combination with the arm stroke. Other arm movements which may be attempted include crawl, butterfly and breast stroke. Teacher makes sure students' fingers are closed in a cup position.	
5.) Upon demonstration of task, student uses the combined arm and leg motions with the prone glide without assistance.	Student can practice the crawl stroke and flutter kicks in school using the scooter board. Teacher demonstrates combination arm and leg motions with prone glide swimming the width of pool. Student imitates teacher. Combinations of different leg and arm movements are introduced by adding an appropriate arm action to a given kick, or a kick to an effective arm movement.	
6.) Student propels self smoothly through the water without assistance with complete coordination of arm stroke and leg kick.	Student swims length or width of pool using proper arm stroke and leg kick with teacher supervising. Teacher can toss a ball into the center of the pool and have the students retrieve it, utilizing combination arm and leg movements.	

PLAN NO. 9: Learning Good Use of Leisure Time

Content Area II: To Develop and Maintain Swimming Skills

Item No. 9: Combination Breathing, Arms and Kick

PREREQUISITE SKILLS - 534-

Attending & Imitation behavior

Gross & fine motor skills

Body awareness

Receptive language

Breath control

RELATED CONTENT ITEMS

Teaching Suggestions for Swimming

P. 524-525

To Develop and Maintain Swimming Skills

P. 536-536

Coordination Through Movement P. 616

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, attitudes and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task, student practices combination stroke and kick while rhythmically breathing; out of water.	Student lies on scooter board and using crawl stroke and flutter kick, practices the correct rhythmic breathing with teacher assisting. Student stretches out dominant hand while turning head to opposite side until mouth clears the imaginary water line. Student should inhale sharply while mouth is in out of water position and exhale forcefully as head turns to in water position.	Kick board Scooter board Equipment for group activities
3.) Upon demonstration of task, student can assume a horizontal position in the water while being held by the instructor and accomplish the proper arm and head movements.	Teacher demonstrates proper arm and head movements with correct breathing and then holds child while he imitates teacher. Student can practice proper rhythmic head movement while standing so that their shoulders are beneath the water. Student can walk across the pool executing the proper arm and head movements.	Same publications and movies as in Item No. 1 Water Basketball (with floating rim/hoop) Records - possible swimming to basic rhythm records
4.) Upon demonstration of task, student can combine prone glide, arm movement and rhythmic breathing with no leg action, without physical assistance.	After teacher demonstrates, the student practices proper gliding method in combination with arm stroke and correct breathing. Student can drag his toes on the bottom of the pool while performing above appropriate actions.	
5.) Upon demonstration of task, student, using kick board and no arm movement, can combine leg movements and rhythmic breathing.	Teacher demonstrates the proper movements and rhythmic breathing using the kick board and the student then imitates. Teacher should stress proper coordination and relaxation at all times.	
6.) Student can independently coordinate arm and leg movements while breathing rhythmically.	Student swims length or width of pool using proper arm stroke, leg kick and rhythmic breathing with teacher supervising. Use stop watches for motivation. Enter swimming events in special olympics. Students should participate in group water games such as tag, relay races, volley ball, etc. Many are described in the publication "A Practical Guide to Teaching the Mentally Retarded to Swim".	

PLN NO. 9: Learning Good Use of Leisure Time

Content Area II: To Develop and Maintain Swimming Skills

Item No. 10: Floating on Back

PREREQUISITE SKILLS

Attending & Imitation behavior
Gross & fine motor skills
Body awareness
Standing balance
Breath control
Receptive language

RELATED CONTENT ITEMS

Teaching Suggestions for Swimming
P. 524-525
To Develop and Maintain Swimming Skills
P. 526-536
Coordination Through Movement P. 616

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task, student can lay in horizontal position, looking at ceiling, keeping face out of water with physical assistance.	While student observes, teacher and assistant demonstrate proper horizontal position and emphasize importance of holding breath. (To compare lungs to balloons, teacher blows up balloon and shows balloon floating on water.) Teacher supports body of child in horizontal position making sure child looks at ceiling and keeps ears in water. (Child takes deep breath and holds it to help keep him floating.)	Flotation devices Balloon Same publications and movies as Item No. 1
3.) Upon demonstration of task, student can remain in horizontal position with head on shoulder of instructor.	Teacher and assistant demonstrate horizontal position in water with assistant's head on teacher's shoulder. With teacher's shoulder as the only support, the student assumes this position. This frees the instructor's hands to position the student's body and makes it easy for communication between instructor and student. As the student relaxes and gains confidence, the instructor can lower his shoulder so the student uses less support and floats more on his own.	
4.) Upon demonstration of task, student is able to float in water without assistance.	Teacher demonstrates the proper back float and the student imitates. (Use flotation devices only if needed.) Student's head should be well back into the water, holding his arms under the water, keeping the hips at the surface, and keeping the abdomen up slightly. Students can lift their hands clear of the water by bending at the wrist if feet sink too far. A variety of floating stunts and exhibitions are described in the publication "A Practical Guide for Teaching the Mentally Retarded to Swim".	
5.) Upon demonstration of task, student is able to float on back in water, touch bottom of pool with feet and return to standing position with assistance.	Teacher demonstrates proper method and then student floats on back and teacher assists returning to a standing position by helping raise head, dropping knees and pushing up with arms. Initially, teacher may have to support the student's torso by holding his back and having him touch only his heels to the bottom of the pool. Generally, from this position, the student lifts his heels and legs and moves on his own toward an unassisted back float position.	
6.) Student is able to float on back in water and return to standing position without assistance.	Teacher supervises as student floats on back and then returns to standing position. Teacher can explain recovery movement to standing position as if the student were pulling a chair under him, by bringing his arms down to the sides in a sweeping arc. As knees are bent and brought back toward the chest, a forward roll action results which brings the face forward which can be assisted by dropping the chin to the chest. When the face is almost in water, legs should be extended to bottom of pool, regaining standing position.	

PLN NO 9: Learning Good Use of Leisure Time

Content Area II: To Develop and Maintain Swimming Skills

Item No. II: Diving

PREREQUISITE SKILLS -536-

Attending & imitation behavior

Gross & fine motor skills

Body awareness

Sitting & standing balance

Ability to swim

RELATED CONTENT ITEMS

Teaching Suggestions for Swimming

P. 524-525

To Develop and Maintain Swimming Skills

P. 526-535

Coordination Through Movement P. 616

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student performs seal dive.	Following demonstration and verbal cue "Go into the pool", student takes prone position near the edge of the pool and simply slides head first into the water. Teacher has students line up along edge of pool, and has them clap and make noises like seals as they slide on their bellies into the water.	Movies Filmstrips "Fundamentals of Diving" "How to Dive" University Extension, UW-Madison, Bureau of Audio-Visual Instruction "A Practical Guide for Teaching the MR to Swim", Council for Nat'l Coop. in Aquatics for Health", Physical Education and Recreation, #1201, 16th St. NW, Washington D. C. 20036
3.) Upon demonstration of task and verbal cue, student slides into water from plank.	Following teacher's demonstration and verbal cue "Into the water", student slides into the water from a two foot by eight foot plank, raised at one end. Teacher can make this task easier or more difficult by holding the end of the plank at different heights. If the student does not slide into the pool, he can be lowered from plank.	
4.) Upon demonstration of task and verbal cue, student enters water from sitting position.	Following teacher's demonstration and verbal cue "Into the water", student sits on edge of pool and enters water head first. Student's arms are extended so they enter water first, head should be between the arms. Targets such as tires, hoops and tubes can be used to improve diving form.	
5.) Upon demonstration of task and verbal cue, student enters water from kneeling position.	Following teacher's demonstration and verbal cue "Into the water", student kneels on edge of pool and enters water, arms extended, with head between the arms. Teacher can have student dive into large innertube (with valve taped securely).	
6.) Upon demonstration of task and verbal cue, student dives into pool from standing position.	Following teacher's demonstration and verbal cue, student assumes standing position at edge of pool with bent knees and hands raised over head. Following verbal cue "Into water", student propels body forward into a dive. Springing can be taught later after the student has mastered this level. Many comic and stunt dives are described in the publication "Practical Guide for Teaching the MR to Swim".	

PLN NO 9: Learning Good Use of Leisure Time

Content Area III: To Develop and Maintain Basic Ball Skills

Item No. I: Rolling Ball While Sitting

PREREQUISITE SKILLS

Attending behavior
Gross motor skills
Eye-hand coordination
Visual discrimination, acuity & tracking
Sitting balance, receptive language
Initiation behavior

RELATED CONTENT ITEMS

Taking Turns P. 303
Catching Rolling Ball P. 538
Throwing Ball P. 539

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student puts hands on large ball with physical assistance and attempts to roll.	Teacher sits facing student. Place the student's feet far apart, teacher places legs apart too. Sit two feet from student and roll ball to him. Place his hands on ball and help him roll it back to you.	Different size rubber balls Bowling Game Milk cartons Bleach bottles
3.) Student can roll large ball smoothly with verbal assistance in a given direction.	Gradually increase distance between student and teacher. Teacher sits facing student. Following verbal cue "Roll ball to me", student responds appropriately.	
4.) Student independently rolls any size ball in any direction.	Repeat steps two and three using different size balls. Play with small plastic bowling game - rolling ball to pins. Milk cartons or bleach bottles may be used if bowling game is not available.	
5.) Student independently rolls a small ball smoothly to a given distance.	Build a tower of blocks and have student roll ball and knock over blocks. Students sit in a circle with feet touching and roll ball back and forth until everyone has a turn.	
6.) Student independently rolls any size ball in a given direction.	Play dodge ball trying to hit feet of person in center of circle - roll ball instead of throwing. Roll ball into a cardboard box - partner rolls ball back.	

PLN NO 9: Learning Good Use of Leisure Time

Content Area III: To Develop and Maintain Basic Ball Skills

Item No. 2: Catching Rolling Ball

PREREQUISITE SKILLS -534-

Attending & limitation behavior
Gross motor skills
Eye-hand coordination
Visual discrimination, acuity & tracking
Sitting balance
Receptive language

RELATED CONTENT ITEMS

Visually Focuses on a Moving Object P. 3
Eye-Hand Coordination P. 4
Rolling Ball While Sitting P. 537
Catching Thrown Ball P. 540
Softball Skills P. 551

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can, following verbal directions, see the person with the ball and realize it is being rolled.	To get the feel of the ball, the teacher places the student's hands on the ball. The teacher, in a sitting position, rolls large ball to child who is also in a sitting position with legs outstretched. Following verbal cue "Here comes the ball, catch it", teacher rolls the ball. Student responds by catching it.	Large rubber utility ball Sporting Goods Dept. School Supply Co. Fleece ball
3.) Student leans forward and catches ball in arms with physical assistance.	Teacher sits behind student and helps catch the rolling large ball by pushing student's hands together over ball. (An aid or another student may roll the ball.) Teacher sits behind student and helps catch the rolling large ball by pushing student's hands together over ball.	
4.) Student can catch a large ball without physical assistance.	Two students may play this game while the teacher works with slower students. For student's with slower reflexes, soft worsted yarn balls may be utilized.	
5.) Student can catch a small ball without physical assistance.	Teacher sits in middle of circle and rolls smaller ball to each student.	
6.) Student can successfully catch any size ball rolled in any direction within arms length without supervision.	Teacher gradually increases the distance and decreases ball size, as the student catches a rolling ball. Students sit in circle facing each other or in a scattered formation. One student is given ball. Following verbal cue, "Roll the ball to Fred", student does so, with Fred catching it. Following verbal cue, "Roll the ball to Cecilia", Fred does so, etc. Activity continues until all students have had an opportunity to catch ball from all possible directions within circle.	

PLN NO 9: Learning Good Use of Leisure Time

Content Area III: To Develop and Maintain Basic Ball Skills

Item No. 3: Throwing Ball

PREREQUISITE SKILLS

Attending & imitation behavior
Gross motor skills
Eye-hand coordination
Visual discrimination, acuity & tracking
Standing balance
Receptive language

RELATED CONTENT ITEMS

Throwing P. 359
Catching Thrown Ball P. 540
Tossing Games P. 549
Basketball Skills P. 550
Softball Skills P. 551
Softball Throw P. 560

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can throw a ball haphazardly without regard to distance or direction.	Upon demonstration of an underhand throw and verbal cue "Throw the ball", teacher places ball in student's hand, with student responding thusly. For confined area, soft worsted fleece balls or sponge balls can be used.	Rubber balls Innertube Box Hoop Fleece Ball
3.) Student throws ball underhanded in a given direction and the proper distance with supervision.	Teacher stands away from the student and tells him to throw the ball to him. Play a game by having the student throw a ball into an innertube or box. Teacher ties rope around plastic hoop and suspends it from ceiling or parallel bar. Students take turns throwing ball through hoop.	
4.) Student throws ball overhanded in a given direction and proper distance with supervision.	Upon demonstration of task and verbal cue "Throw the ball", student does so. Teacher instructs student as to where he should aim.	
5.) Student independently throws ball overhanded or underhanded for a proper distance and direction.	Teacher may set up bowling pins, milk cartons, etc. and have the student aim for them. Distance between student and target should gradually be increased.	
6.) Student can run and throw ball in proper direction at a given distance so it may be caught.	Teacher gives students an opportunity to participate in ball games such as tag ball and dodge ball.	

PLN NO 9: Learning Good Use of Leisure Time

Content Area III: To Develop and Maintain Basic Ball Skills

Item No. 4: Catching Thrown Ball

PREREQUISITE SKILLS -540-

Attending & Imitative behavior
Gross motor skills
Eye-hand coordination
Visual discrimination, acuity & tracking
Receptive language
Standing balance

RELATED CONTENT ITEMS

Catching Rolling Ball P. 538
Throwing Ball P. 539
Tossing Games P. 549
Basketball Skills P. 550
Softball Skills P. 551

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student has the ability to track the moving object with the eyes and coordinate eye-hand and eye-body movements.	A mobile could be used in the room to develop eye contact for lower functioning students. Teacher hangs brightly colored tether ball from ceiling or parallel bar and swings ball back and forth, calling student's attention to it. Teacher should verbally encourage student to reach for it.	Various size balls Tether ball
3.) Student extends arms and attempts to catch tether ball with physical assistance	Aid swings tether ball back and forth as teacher stands behind student and puts her hands over his to help catch the ball. Aid swings ball and teacher assists student to extend arms to the front and sides to catch ball. Teacher stands behind the student and holds the arms of the student assisting him/her in catching the ball.	
4.) Student can catch swinging tether ball without physical assistance.	Teacher swings tether ball back and forth, verbally encouraging student to grasp it. Student responds motorically by doing so. Speed of the swing of the tether ball may be gradually increased. Teacher can also throw ball from small distance away into extended arms of the student.	
5.) Student can catch any size ball thrown at a specified distance without physical assistance.	Teacher uses various size balls to throw and catch. Students form circle and play the game "hot potato" with ball. (Student gets rid of ball as quickly as possible, passing ball to next child.) Initially for safety purposes, a soft worsted yarn ball may be utilized until the student is accustomed to a rapid advancing object. This fleece ball is also ideal for students with slower reflexes.	
6.) Student can run and catch any size ball at a specified distance.	Teacher or aid throws ball and student runs and catches it. Teacher throws ball on wall, platform or return net and student catches it after it bounces on floor.	

PLN NO. 9: Learning Good Use of Leisure Time

Content Area III: To Develop and Maintain Basic Ball Skills

Item No. 5: Kicking Round Ball

PREREQUISITE SKILLS

Attending & Imitation behavior
Gross motor skills
Eye-foot coordination
Visual discrimination, acuity & tracking
Receptive language
Standing balance

RELATED CONTENT ITEMS
Standards P. 145
Kicking a Football p. 342

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student attempts to kick a ball with or without physical assistance.	Upon demonstration of task and verbal cue, student walks up to a ball and kicks it. Teacher can stand behind student with hands on student's waist and helps him to kick the ball.	Round ball Milk carton Bowling pin
3.) Student attempts to kick ball and can control balance at the same time without physical support.	Student sits on chair and kicks ball - stands and holds onto chair and kicks ball. (Teacher takes hand of student and helps to help control balance)	
4.) Student kicks while ball is stationary.	Teacher lines up several balls and instructs student to kick them. Direction of the kick is haphazard.	
5.) Student kicks stationary balls in requested direction in a given number of feet having good control.	Student kicks stationary ball over several feet without losing balance. Teacher places empty milk carton or bowling pin on floor and instructs student to knock object over by kicking the ball into it. Teacher places empty box on floor, open side facing student, and instructs student to kick the ball into the box.	
6.) Student independently kicks while ball is in motion, having good control, over a number of feet.	The teacher rolls the ball to the student who kicks it, increasing the distance as the student improves his kicking. Teacher instructs students in Soccer Ball: Line up 4 to 8 students near a wall and have them kick the ball against the wall and when it comes back to continue kicking and keep the ball in motion. May kick baseball using a large round rubber ball. -54-	

PLN NO 9: Learning Good Use of Leisure Time

Content Area III: To Develop and Maintain Basic Ball Skills

Item No. 6: Kicking a Football

PREREQUISITE SKILLS -542-

Attending & imitation behavior
Gross motor skills
Eye-foot coordination
Visual discrimination, scuffing & tracking
Receptive language
Standing balance

RELATED CONTENT ITEMS

Runs P. 150
Kicking a Round Ball P. 541

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student kicks stationary ball on tee, but cannot control direction.	Teacher places ball on tee. Upon demonstration of task and verbal cue "Kick the football", student does so. (Item No. 5: Kicking a round ball is a prerequisite for this item.)	Fun ball (whiffle) Football and tee
3.) Student kicks stationary ball in a given direction any number of feet. Kicks ball from instructor's hand at knee level.	Teacher stands a few feet away from student and has student kick the football to him. Place ball on edge of box and have student kick the ball in a given direction. Child kicks tether ball hung from a parallel bar. Teacher holds football with one hand on each end of the ball and has student kick football.	
4.) Student kicks stationary ball on tee in any given direction taking preparatory step. Drops ball and attempts to kick with supervision.	Teacher demonstrates by taking a step and kicking football and student imitates. Teacher sets up markers to see how far and how accurately student can kick the ball. Set up volley ball net and have student kick the football over the net. Teacher demonstrates dropping football and kicking it and the student imitates. Have student drop kick football over volley ball net or other obstacle.	
5.) Student takes a few running steps and kicks ball from tee in any given direction. Holds football in hand, drops and kicks, but cannot control direction without supervision	Teacher demonstrates by taking a few running steps and kicking football and student imitates teacher. Have student practice running and kicking objects such as plastic bottles, cans, etc. Invite a football player (grade school, high school, college or professional) to school to demonstrate and help	
6.) Student takes a few running steps and kicks ball from tee in given direction. Holds football in hand, drops and kicks in given direction.	Teacher demonstrates dropping and kicking ball in a given direction and student imitates. Take students to watch professionals (Packers) practice.	

PLN NO. 9: Learning Good Use of Leisure Time

Content Area III: To Develop and Maintain Basic Ball Skills

Item No. 7: Bouncing Ball

PREREQUISITE SKILLS

Attending & Imitation behavior
Gross motor skills
Eye-hand coordination
Visual discrimination, acuity & tracking
Receptive language
Standing balance

RELATED CONTENT ITEMS
Eye-Hand Coordination P. 4
Catching Thrown Ball P. 540
Basketball Skills P. 550

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student bounces ball with physical assistance.	Upon demonstration of task and verbal cue, student bounces ball with force using two hands. Teacher stands behind child and takes his hands and helps him bounce ball.	Different size rubber balls Record: Romper Room Fitness Fun (any record store)
3.) Student bounces ball and catches it with physical assistance.	Upon demonstration of task and verbal cue, student bounces the ball and catches it with both hands, the teacher offering physical assistance. Student bounces ball with both hands.	
4.) Student bounces ball with two hands several times without physical assistance.	Upon demonstration of task and verbal cue, student bounces ball using two hands without teacher offering physical assistance.	
5.) Student bounces ball several times with one hand without physical assistance.	Upon demonstration of task and verbal cue, student bounces ball using one hand without teacher offering physical assistance. Initially, a large ball should be utilized. Gradually, the size of the ball can decrease. Give several students a ball and have them compete seeing who can bounce the ball several times with one hand. The one who bounces the longest is the winner.	
6.) Student bounces the ball while in motion. Bounces ball to partner.	Upon demonstration of task and verbal cue, student walks slowly while bouncing ball across gym floor. Line up several students face-to-face and have them bounce the ball back and forth to each other. Bounce the ball to music. Have a relay race bouncing the ball.	

PLN NO. 9: Learning Good Use of Leisure Time

Content Area IV: To Develop and Maintain Participation in

Low-Organization Action Games

Item No. 1: Badminton

PREREQUISITE SKILLS -544-

Gross & fine motor skills

Auditory acuity, discrimination

Visual acuity, discrimination

Eye-hand coordination

Receptive language

Imitation behavior

RELATED CONTENT ITEMS

Visually Focuses on a Moving Object P. 3

Eye-Hand Coordination P. 4

Runs P. 130

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon teacher's demonstration, student can hold racquet in dominant hand and can swing the racquet in an underhand back to front motion with physical and verbal assistance.	Teacher ties a string on ball or birdie and suspends it from ceiling or parallel bars and student practices proper swing with assistance from the teacher.	Racquet Birdie Net Crumpled paper String for suspending birdie
3.) With verbal guidance, student can drop birdie with other hand, and strike falling birdie with racquet held by dominant hand without regard to distance or direction.	Teacher demonstrates the correct procedure and student imitates. Crumple a piece of paper into a ball and have the student drop it and try to strike it with the racquet using a forward underhand swing. (Paper will float down slower than the birdie, thus making it easier for the student to hit.) As skills improve, substitute birdie.	
4.) Student can do as above, but hits birdie over net and within boundaries of opposite court.	Teacher demonstrates and explains and student practices his swing until he is able to hit the birdie over the net, keeping it within the boundaries most of the time.	
5.) Student can return birdie over the net when served.	Teacher may start by serving or throwing birdies or crumpled paper balls to student to hit, without use of net. Teacher takes a few birdies and serves directly to student and student practices returning the birdie over the net.	
6.) Student can hit birdie over the net in the direction of the opponent and can return birdie when opponent hits it to him.	Teacher serves birdie to student, having student move in all directions. Teacher plays a game with student. Two students may play a game with teacher supervising.	

PLAN NO. 9. Good Use of Leisure Time

Content Area IV: To Develop and Maintain Participation in

Item No. 2: Pursuit Game (Tag)

PREREQUISITE SKILLS

Gross & fine motor skills
Eye-hand coordination
Visual discrimination, acuity & tracking
Receptive language
Initiation behavior

RELATED CONTENT ITEMS

Runs P. 150
Dodges P. 154
Playground Behavior P. 363

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) With modeling and physical assistance, student is able to tag a player in the game and run away.	To get the idea of running and tagging, physically assist by running with the student and saying "Let's run and touch Mrs. Schultz (a teacher aide), and quickly run away". Student does so. The aide takes her turn to show student she is "it" and touches another student.	"Games for Elementary School Grades" "Fitness for Elementary School Children" Burgess Publishing Co., 426 S. 6th St., Minneapolis, Minn. Scarf
3.) With verbal guidance, student is able to tag a player in the game and run away to avoid being tagged.	Teacher says to student, "Run and tag Mrs. Schultz", and as child tags aide, teacher says, "Now run away fast so Mrs. Schultz can't tag you back." The aide then runs and tags another student, and the aide also runs away.	
4.) With verbal guidance, student identifies himself as "it" and pursues and tags another player.	The aide touches student. Teacher says to student, "You are 'it' - Mrs. Schultz tagged you and now it's your turn to run and tag someone else." (While game is being taught a scarf could be used to identify the student who is "it" - it will be passed on to the next student as the game progresses.) Students are scattered over play area and game continues without a break for a specified length of time.	
5.) Student can transfer skill and knowledge to other "tag" games such as "sloop tag", "shadow tag", "freeze tag", "partner tag", etc.	Teacher says to students, "Now we're going to try a new way to play tag and it's called 'shadow tag'. This game is played as the tag game except that the one who is 'it' tags the runner by stepping on his shadow and then that student becomes 'it'. Another game to play is called 'partner tag' - it is played the same as regular tag, only everyone has a partner and they run together.	
6.) Without assistance and supervision, student can demonstrate skills of tag and knowledge of rules of the game.	After teacher is sure students know how to play game, she stands aside and observes as they play "tag" and variations of the game independently.	

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PLN NO. 9: Learning Good Use of Leisure Time

Content Area IV: To Develop and Maintain Participation in

Low-Organization Action Games

Item No. 2: Relay Race - Running

PREREQUISITE SKILLS -546-

Gross & fine motor skill

Eye-hand coordination

Visual discrimination, acuity & tracking

Receptive language

Imitation behavior

RELATED CONTENT ITEMS

Rules P. 146

Relay Race - Passing Object P. 546

Running P. 557

Relay P. 561

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) With modeling and physical and verbal assistance, student stands at starting line, and upon the command "Go", runs a specified distance and stops.	Teacher demonstrates standing at starting line and running quickly at the command "Go". Student then does the same with teacher. Encourage games involving running like "Tag" and its variations. Stopping point is indicated by colored tape on floor.	Baton Starting gun Whistle Markers Colored tape
3.) With verbal assistance, student stands at starting line, and upon the command "Go", runs a specified distance and stops.	Upon a given signal, student practices getting off to a quick start. (A verbal command, hand gun, or whistle could be used for the signal.) Someone else may wait at stopping point to help child know where to stop.	
4.) With verbal and physical assistance, student runs with baton to other student and passes it to him, and other student does same with teacher's assistance.	After demonstration by the teacher, the student runs a short distance with baton in hand and hands baton to another student. This continues until last student present crosses a finish line.	
5.) Students do as in above with verbal assistance only.	Distances may be varied. Running "track" may be circular instead of in straight line only.	
6.) Students run relay races independently.	School field may be used for longer distances. Have the students run a relay race, passing the baton and other objects, using previously learned skills. Delicately balanced objects may also be used, e.g., a tall stack of paper cups. Students may also be taught to start running just before baton is passed to them to increase speed.	

PLN NO 9: Learning Good Use of Leisure Time

Content Area IV: To Develop and Maintain Participation in Low-Organization Action Games

Item No. 4: Relay Race - Passing Object

PREREQUISITE SKILLS

Gross & fine motor skills
Eye-hand coordination
Visual discrimination, acuity & tracking
Receptive language
Imitation behavior

RELATED CONTENT ITEMS

Taking Turns P. D3
Relay Race - Running P. 546
Relay P. 561

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) With modeling and physical and verbal assistance, student stands at the starting point and upon the command "Go" passes object in a specified direction.	To get the idea of passing, teacher demonstrates by taking an object such as eraser, ball, book, etc. and giving it to one student. Teacher says, "Give the ball (or other object) to Susie" (student next in line). The students are told to pass it to the next student and continue until everyone has had a turn. Teacher explains that object of the game is to see how quickly object can be passed from one student to the next until everyone has had a turn. Teacher says "When I say go (or give another signal), pass the object to the next student as quickly as possible."	Ball, book, etc. (any object which can be passed)
3.) With verbal assistance, student stands at the starting point and upon the command "Go" passes object in a specified direction.	Teacher gives beginning signal and watches and instructs as the game progresses. Teacher may wish to change object passed.	
4.) Students are placed in two teams, and with verbal and physical assistance, and upon the command "Go", students pass object in a specified direction.	Teacher organizes students into two teams and gives an object to first player in each team. Teacher assists students in a practice relay helping students pass objects in the specified direction.	
5.) With verbal and physical assistance, students compete in teams in relay game.	Teacher plays game with the children and when the game is over (everyone has had a turn), tells the winning team's members to raise their hands (or clap, shout, etc.) indicating the winner and end of game.	
6.) Students independently play various kinds of relay games.	Teacher supervises and gives help only when necessary. Other relay games students may enjoy: "Broom", "Scooter", etc. Students may pass more delicately balanced objects, e.g., paper cups with water, ping-pong balls on spoons. They may pass between their legs, over their heads, etc.	

PLN NO. 9: Learning Good Use of Leisure Time

Content Area IV: To Develop and Maintain Participation in Low-Organization Action Games

Item No. 5: Circle Games

PREREQUISITE SKILLS -548-

Gross motor skills
Auditory acuity & discrimination
Visual acuity & discrimination
Expressive & receptive language
Imitation behavior

RELATED CONTENT ITEMS

Runs P. 150
Pursuit Game (Tag) P. 545

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) With assistance, student maintains sitting position in the circle.	Teacher marks floor with colored tape by putting tape on floor where student is to sit to form a circle. Teacher takes student by hand and places him on the marked spot. Teacher has students holding hands form a circle. Following verbal cue, "Sit", students do so.	"Games for Elementary School Grades" "Fitness for Elementary School Children" Burgess Publ. Co., 426 S. 6th St., Minneapolis, Minn. Colored tape
3.) With modeling and physical and verbal guidance, student can walk around outside of circle and touch lightly each player's head saying "Duck, Duck, Goose" or touching harrier player he selects as goose.	Student may watch others play game as teacher explains what is happening. Teacher takes child's hand and starts walking around the outside of the circle and places hand on head of each child who is sitting saying, "Duck" until you get to student he wants to be "goose" or "it". Then as student taps on head he says, "Goose", and begins to run around circle with teacher.	
4.) With verbal assistance, student can walk around outside of circle, touch lightly each player's head and say "Duck, Duck, Goose" or touching harrier the player he selects as goose and can run around circle.	Teacher supervises to see if the child can understand step three of the game, "Duck, Duck, Goose." Teacher now verbally tells student to run around circle to avoid being tagged by goose who chases him. He proceeds to vacant place in circle left by goose and sits. If he has been tagged, he sits in center of circle and goose is now "it" and game continues.	
5.) Independently, but with observation, student is able to maintain position in the circle, to stand up and chase "it" when tapped on head and return to sitting position.	Teacher supervises as students independently play game "Duck, Duck, Goose" using previously learned skills.	
6.) Student uses knowledge previously learned to independently play various "circle" games.	Teacher assists and says, "Let's all join hands and form a circle. We're going to learn a new game, 'Drop the Handkerchief.' One child is chosen to be 'it' and is given a handkerchief and teacher takes child around outside of circle and drops the handkerchief behind another student in the circle and this student picks up handkerchief and runs in the opposite direction to that taken by other player. The player who first reaches the place in the circle vacated by the second player is safe and the other player is 'it'. The one who is 'it' takes or keeps the handkerchief and the game is repeated. (These same skills may be used in many other circle games.)	

PLAN NO. 9: Learning Good Use of Leisure Time

Content Area IV: To Develop and Maintain Participation in Low-Organisation Action Games

Item No. 6: Tossing Games

PREREQUISITE SKILLS

Fine motor skills
Visual discrimination, acuity & tracking
Imitation behavior

RELATED CONTENT ITEMS

Throwing Ball P. 539
Basketball Skills P. 550
Softball Skills P. 551

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) With assistance, student is able to grasp bean bag with dominant hand.	Teacher shows student bean bag and target board and explains the object of the game (to throw bag into hole). Teacher demonstrates by picking up bean bag and holding it. Teacher puts bean bag into student's hand - student gets the feel of the bean bag. (Bean bags may be made in school by Home Economics class; students in shop may make board with holes and paint it.)	Bean Bag Game Jaris Horse Shoes Toss Up Game Progress Chart
3.) Without assistance, student can grasp bean bag with dominant hand.	Student picks up bag independently. Teacher gives verbal assistance if necessary. Student may throw bag underhanded to teacher or another student.	
4.) Without assistance, student is able to grasp bean bag in dominant hand and with assistance is able to throw bean bag without regard to distance or direction.	Teacher demonstrates throwing bean bag into hole in board. Student picks up bag and teacher swings student's hand back and thrusts it forward toward target. Student must learn to release bag at proper time. Small empty milk cartons may be used to throw into empty box or basket to get the idea of throwing and hitting the target - students practice.	
5.) With assistance, student is able to throw bean bag underhanded in a specified direction at a given target.	So that the student gets an idea of how hard bag must be thrown to reach the target, the teacher demonstrates again. Teacher assists student in throwing bag toward hole in board. This can begin with student near target, then moving backwards gradually.	
6.) Without assistance, student is able to grasp bean bag in dominant hand, throw it underhanded in a specified direction at a given target.	Student picks up bean bag and independently throws bag into hole in board. If student is able to count and write down numbers, he can keep score. If not, the teacher can assist so student gets the idea of winning or losing. If student and classmates can catch, they can toss objects to each other. For reinforcement send scores home and keep a progress chart in the room with students.	

PLN NO. 9: Learning Good Use of Leisure Time

Content Area V: To Develop and Maintain Participation in High

Organization Action Games

Item No. 1: Basketball Skills

PREREQUISITE SKILLS -550-

Attending behavior, Receptive language

Gross & fine motor skills

Visual discrimination, acuity & tracking

Eye-hand coordination

Standing balance, Imitation behavior

Body awareness, Throwing & catching a ball

RELATED CONTENT ITEMS

Sportsmanship P. 128

Runs P. 150

Catching Thrown Ball P. 540

Throwing Ball P. 539

Bouncing Ball P. 543

Tossing Games P. 549

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student will pass and catch a basketball.	Following teacher demonstration of task and verbal cue "Pass it", student passes ball to partner. Students should begin passing and catching with the chest pass and two-hand over-head pass. Students can let ball bounce once on the floor before catching it. Have students throw a junior sized basketball against a wall, from a short distance and catch it on the rebound. See Content Area III, Items 3 and 4.	Regulation basketball Junior size basketball Hoop, bicycle tire, garbage can Films: "Basketball: Basic Elementary Skills" "Ball Handling" "Basketball Fundamentals"
3.) Upon demonstration of task and verbal cue, student will dribble a basketball, while standing in place.	Following teacher demonstration of task and verbal cue "Dribble", student dribbles a junior size basketball using first both hands, then one hand, then the other and finally alternating hands while remaining stationary. Student may begin dribbling while in a kneeling position until he begins to gain control of the basketball. Students can view various basketball films. (See Content Area III, Item 7 Bouncing Ball).	BAVI, University of Wisconsin, 1327 University Ave., P.O. Box 2093, Madison, WI 53701 Physical Education Curriculum for the Mentally Handicapped, Bulletin #2102, Wisconsin Dept. of Public Instruction, DHC, Madison, WI 53702
4.) Upon demonstration of task and verbal cue, student will dribble a basketball while moving about.	Following teacher demonstration of the task and verbal cue "Dribble", student will begin to dribble the basketball. Following verbal cue "Walk", student begins to walk while dribbling the ball. When students have mastered dribbling while moving about, passing may be incorporated. Pupils form two lines on opposite ends of court and dribble the ball to opposite side passing it to player at head of line, etc. Students can dribble through obstacle courses.	
5.) Upon demonstration of task and verbal cue, student will shoot at basket.	Following teacher demonstration of the task and verbal cue "Shoot", student throws the junior sized basketball (using two hands in either an underhand or overhand pattern) from a distance that is suited to his ability. Initially, student can practice throwing basketball at target on wall. A bicycle tire can be set up so that students can practice tossing the basketball through it. After the two hand set shot has been mastered, the push, lay up, one hand and one hand jump may be introduced for more advanced students.	
6.) Student can independently demonstrate passing, catching, dribbling and shooting skills with a basketball on a court.	Teacher organizes students into two teams and supervises game. Uncomplicated, modified forms of basketball can be played by having students hit a target with the basketball, or having the students toss the basketball into a large garbage can or box. Guarding should be taught to more advanced players at a later time.	

PLAN NO. 9: Learning Good Use of Leisure Time

Content Area V: To Develop and Maintain Participation in High Organization Action Games

Item No. 2: Softball Skills

PREREQUISITE SKILLS

Attending & imitation behavior
Gross & fine motor skills
Standing balance, body awareness
Visual discrimination, acuity & tracking
Eye-hand coordination, receptive language
Throwing & hitting a ball

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 4
Sportsmanship P. 128
Runs P. 150
Throwing P. 359
Basic Ball Skills P. 538-540

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Acts, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student will bat a ball off of a batting tee, with physical assistance.	Following teacher demonstration and verbal cue "Swing", student swings a plastic bat and hits a plastic whiffle ball off of a batting tee. Initially, teacher stands behind student and places hands over student's hands to aid student in proper back swing. Students should practice hitting soft objects which are stationary on the floor with their hands and fists. Also hitting lightly deflated playground balls against a wall will aid the student in developing a striking pattern.	Safe-T-Play bats, bat tees, bases, and softballs are available from Preston Corp., 71 5th Ave. New York, NY Whiffle Balls and Bats Films: Softball for Boys & Girls Fundamentals (for girls) Available from BAVI, 1327 University Ave., Madison, WI 53701 Bean Bags, Fleece Balls also available from Preston Corp. Physical Education Curriculum for the Mentally Handicapped, Bulletin No. 2102, Wisconsin Dept. of Public Instruction, Madison, WI 53702
3.) Upon demonstration of task and verbal cue, student will bat a ball off a batting tee with no physical assistance.	Following teacher demonstration and verbal cue "Swing", student swings a plastic bat and hits a softball or whiffle ball off of a batting tee. No physical assistance if provided. To give the students practice in striking objects with an implement, teacher may wish to give wood paddle to student and have him strike at a balloon, or an object suspended by a rope.	
4.) Upon demonstration of task and verbal cue, student will bat a pitched ball.	Following teacher demonstration and verbal cue "Swing", student swings a plastic bat at a slowly moving softball, pitched underhanded. Physical assistance may be given, if necessary. If the student appears to be having difficulty at this level, the teacher should check that the student is: using proper backswing, rotating his body back towards the backswing and forward towards the ball, gripping the bat tightly, using a smooth rhythmic swing and properly timing his body movements with arm movements.	
5.) Upon demonstration of task and verbal cue, student can pitch a softball across home plate.	Following teacher demonstration of task and verbal cue "Pitch", student throws a softball underhanded across home plate. Teacher should provide activities for underhand throwing, such as having students throw fleece balls or beanbags at wall and later target. Target can be drawn on wall. As student progresses, the distance can be increased and the target size decreased. If student appears to be having difficulty at this level, the teacher should check that the student is: rotating his trunk towards the throwing hand, shifting his body weight backward and then forward onto the lead foot and releasing the ball at the right height.	
6.) Student can independently demonstrate batting and pitching skills on playing field.	Teacher organizes students into two teams and supervises game. Uncomplicated modified forms of softball can be played by having the students kick the ball or have the batter hit the ball from a batting tee. Teacher should stress dropping the bat rather than throwing it.	

PLN NO. 9: Learning Good Use of Leisure Time

Content Area V: To Develop and Maintain Participation in High Organization Action Games

Item No. 3: Bowling Skills

PREREQUISITE SKILLS -552-
Attending & Imitation behavior
Gross & fine motor skills
Eye-hand, eye-foot coordination
Visual discrimination, acuity & tracking
Body awareness, Standing balance
Receptive language

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 4
Rolling Ball While Sitting P. 537
Bowling Type Games and Relays P. 553
Bowling Skills (One step delivery) P. 554

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student rolls playground ball at a specified target with two hands.	Following teacher demonstration and verbal cue "Roll the ball", student assumes wide straddle stance and rolls eight-inch playground ball with two hands from between the legs. Teacher can initially have student direct the ball towards a wall, then to a partner and finally a specified object such as a milk container or actual bowling pin. Distance from student to target can gradually be increased. Prerequisite Vocabulary: alley, ball, pins, strike, spare, gutter ball, frame	Playground ball (eight inches) Targets Toy bowling set, such as the Cosom Gym Bowl Set Two sheets of 4' x 8' masonite or plywood Eight pound bowling ball Physical Education Curriculum for the Mentally Handicapped, Bulletin #2102 Pp. 62-63, Wisconsin Dept. of Public Instruction, Madison, WI 53702 New Ideas For Bowling Instruction, American Assoc. for Health, Physical Education, and Recreation, 201 13th St, N. W., Washington, D. C. 20036 Filmstrip: Decision, 16mm 20 min., color., free loan, Brunswick Corp., Bowling Division Film Library, 39 W. Washington St., Chicago, IL 60668, Story of how a woman's discovery of bowling developed new friends & interests. Beginning Bowling, Athletic Institute, 805 Merchandise Mart, Chicago, IL 60654, 35¢ Better Bowling and How It's Done, any Ebonite dealer free
3.) Upon demonstration of task and verbal cue, student bowls a playground ball toward a specified target with one hand (pendulum swing).	Following teacher demonstration and verbal cue "Roll the ball", student bowls a playground ball with one hand using the regular bowling pendulum swing. Students see how many times they can hit a specified target using the pendulum swing. Student should learn to identify various objects used in bowling such as "bowling ball", "pins", and "alley".	
4.) Upon demonstration of task and verbal cue, student bowls with indoor gym bowl set, and sets pins up in correct position.	Following teacher demonstration of task and verbal cue "Set pins", student places pins in correct position. Markings on floor as to where each pin should be placed will aid student. Concept of bowling two bowls to knock down all ten pins should be introduced. Student does not have to utilize finger holes in plastic bowling ball.	
5.) Upon demonstration of task and verbal cue, student bowls using ball having three-finger holes.	Following teacher demonstration of task and verbal cue "Bowling", student places finger correctly in ball and bowls at ten pins, resetting them when necessary. It is not necessary to teach scoring; however, the concepts of the strike and spare should be introduced. Bowling scores should be sent home with students to share with parents.	
6.) Student independently bowls with gym bowling set.	Student independently sets pins up and knocks down pins with gym bowling ball (using finger holes), executing the pendulum swing. The one-step approach can be introduced. If sufficient rolling skill has been developed along with adequate strength, student can progress to a regulation bowling ball. A 4 x 8 foot sheet of plywood or masonite can be placed on gym floor end to end to protect the floor finish. Students can bowl at local alleys. Students participate in field trips to bowling alleys.	

PLAN NO 3: Learning Good Use of Leisure Time

Content Area V: To Develop and Maintain Participation in High

Organization Action Games

Item No. 4: Bowling Type Games and Relays

PREREQUISITE SKILLS

Attending & imitation behavior

Gross & fine motor skills

Eye-hand, eye-foot coordination

Visual discrimination, acuity & tracking

Body awareness, Standing balance

Receptive language

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 4

Rolling Ball While Sitting P. 537

Bowling Skills P. 552

Bowling Skills (One step delivery) P. 554

NAME OF GAME	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skill's, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can roll ball at large objects.	These activities were suggested by <i>W. Ziegler of Baraboo Public Schools, Baraboo, WI.</i> Place two large road markers, cones, or waste baskets about one foot apart. Have the pupils line up behind a line located approximately six feet from the objects. Using a small rubber ball, softball, or tennis ball, have the child roll the ball between the objects. Observe the pupil's performances to see if he does the following correctly: a. Places left foot forward (if right-handed). b. Bends and reaches forward to release the ball. c. Shows eye-hand coordination.	2 Road markers, cones, or waste paper baskets Softball
3.) Student can knock milk cartons down.	Wrap a double sheet of paper or newspaper tightly into a ball. Wrap a second double sheet around the first and continue this procedure until a ball of the desired size is formed. Wind masking tape around the ball while shaping it into a ball. Teach the under-hand toss or roll. Use a spot, ring, paper milk carton, etc. for a target. With this ball the following skills can be taught: a) A pedestal swing, b) A forward step with the proper balance, coordination between the hand and foot, c) A correct follow-through action. The object is to knock the milk cartons with the paper ball. The teacher or class can create a variety of scoring ideas.	Newspaper Masking tape Milk cartons (quart or half-gallon size)
4.) Student can roll ball through a box.	Use a cardboard box with the entire bottom cut out. The child has to roll a ball through the box from a distance of six feet or more. This game is excellent for problem solving since the child finds that he has to bend at the waist in order to accomplish this activity successfully. Student can make a ball go through two boxes. The second box is placed three feet behind the first one and the middle section of this box is removed. Accuracy is emphasized here. Student can roll a ball through three boxes. An increased number of skills as well as scoring are involved. Box three is divided into three compartments. A ball passing through various boxes and compartments can be scored in a number of ways.	Ball Large cardboard box with top and bottom removed
5.) Student can participate in game of poison pins.	The players are divided into two teams. Each team goes to play area containing end and center lines. Two to five Indian clubs are on each end line. One team is assigned to each half of the play area. The purpose of the game is for Team A to bowl over the pins on the line behind Team B and vice versa. Rules: The players must bowl the ball and stay within their own boundary or court. They cannot step over the center line or run with the ball. The first team successfully knocking down all the clubs on the opponent's side is declared the winner.	Ball Indian clubs
6.) Student can participate in base bowling.	Object: To score individual points by knocking down the pins with the softball. Procedure: The Indian clubs are positioned in the form of a softball diamond and are numbered in counterclockwise order. The pupil starts behind the approach line and bowls at pin #1. If that pin is knocked over, the pupil bowls at pin #2, while standing on first base. The bowler continues to the next base even if he fails to knock down a pin. The bowler always stands at the base behind the one at which he is bowling. Scoring: 1 point is given for each pin knocked down, four being the maximum score for one round. The bowler with the highest score at the end of four rounds is the winner.	Four Indian clubs Softball

PLN NO. 9: Learning Good Use of Leisure Time

Content Area V: To Develop and Maintain Participation in High Organization Action Games

Item No. 5: Bowling Skills (One step delivery)

PREREQUISITE SKILLS -554-
Attending & Imitation behavior
Gross & fine motor skills
Eye-hand, eye-foot coordination
Visual discrimination, acuity & tracking
Body awareness, Standing balance
Receptive language

RELATED CONTENT ITEMS
Eye-Hand Coordination P. 4
Bowling Skills P. 552
Bowling Type Games and Relays P. 553

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student demonstrates ready position.	Student should stand so as to be comfortable and relaxed, with the feet parallel about an inch and a half apart. The foot opposite the bowling hand should be about four and a half inches behind the other. Student then extends the bowling hand straight out as if to shake hands. Student lets hand drop slowly to the side, and leans forward, bending the knee.	Gym bowling ball Old clothing Iron
3.) Student demonstrates the pendulum swing.	Keeping the arm relaxed and the wrist straight, student swings the arm forward to eye level and then backward in a natural arc to approximately shoulder height, then forward again to eye level. (Verbal cue: Ready . . . forward . . . back . . . forward)	
4.) Student demonstrates the push-away and pendulum swing.	With feet positioned (as stated above) student places elbows against the sides and brings hands together (in a begging type position). Student holds them centered in front, somewhere between chest and waist. Student holds hands in this manner and then shifts them to the bowling side so that pendulum swing of ball misses student's hips and legs. Body and head are kept upright as student pushes arms straight forward, disengaging left hand, and completing pendulum swing. (Verbal cue: Ready . . . push arm out . . . down back . . . forward.)	
5.) Student demonstrates the push-away and pendulum swing and slide.	Student repeats the push-away and pendulum swing exercise, but this time when the arm comes forward, student slides ahead on the foot opposite the bowling arm, moving both arm and foot in concert. Student should keep shoulders level and body facing straight ahead. (Verbal cue: Ready . . . push arm out . . . down . . . back . . . and slide.)	
6.) Student demonstrates the push-away pendulum swing and slide with gym bowling ball.	Teacher demonstrates proper method to hold gym bowling ball (approx. weight 6lbs.) Student demonstrates Level 5, but holds gym bowling ball. Student can begin adjusting muscles to weight of ball by swinging a clothes iron back and forth. Teacher makes sure no one is standing in back or front of swinging student.	

PLN NO 8: Learning Good Use of Leisure Time

Content Area V: To Develop and Maintain Participation in High-Organization Action Games

Item No. 6: Volleyball Skills

PREREQUISITE SKILLS

Attending & Imitation behavior
Gross & fine motor skills
Eye-hand coordination
Visual discrimination, acuity & tracking
Body awareness, Standing balance
Receptive language

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 4
Throwing Ball P. 539
Badminton P. 544

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student can hit ball into the air with two hands.	Following teacher demonstration and verbal cue, "Hit it", student hits ball that is suspended by rope with two hands. Teacher has student hit the ball upwards. Teacher presents a round balloon to students. Students can play game where they must keep the balloon in the air (not letting it fall to the ground) by hitting it with their hands. Students can view various films on volleyball.	Films: "Fun Playing Volleyball" "Fundamentals of Volleyball" "Volleyball Drills & Techniques" Bureau of Audio-Visual Instruction, 1327 University Ave., P. O. Box 2093 Madison, WI 53701 Volleyball & Net Balloons
3.) Upon demonstration of task and verbal cue, student can hit ball over net with two hands.	Following teacher demonstration and verbal cue "Hit it over the net", student hits ball over the net. Initially, net should be kept low until student gains control over volleyball. Students can hit balloon back and forth over a low net, keeping it off of the floor.	
4.) Upon demonstration of task and verbal cue, student can return the ball over the net.	Following teacher demonstration of task and verbal cue "Hit it over", student returns volleyball over the net when served directly to him, using a two hand push shot. Students practice proper return using circle formation with the teacher in the middle. Teacher tosses volleyball at proper height to each player for chest return. Students can also volley with balloons.	
5.) Upon demonstration of task and verbal cue, student can serve ball without regard to direction or distance.	Following teacher demonstration of the task and verbal cue "Serve", student forms a partial fist and hits the volleyball with his knuckles. Students can practice hitting a slightly deflated volleyball against a wall or up in the air. Students can practice serving with a balloon until they develop the proper arm movements.	
6.) Upon demonstration of task and verbal cue, student can serve ball over net participating in game.	Following teacher demonstration of the task and verbal cue "Serve the ball over the net", initially student begins serving close to the net, gradually moving towards the back boundary line as they gain control over the volleyball. Uncomplicated modified forms of volleyball can be played by restricting the court to a smaller area, and utilizing a low net. A full game can even be played with a balloon as well as the volleyball.	

PLN NO 9: Learning Good Use of Leisure Time

Content Area V: To Develop and Maintain Participation in High Organization Action Games

Item No. 7: Hockey Skills

PREREQUISITE SKILLS -556-

Gross Motor Coordination
Grasp/Release
Visual Tracking
Standing Balance
Eye-Hand Coordination

RELATED CONTENT ITEMS

Visually Focuses on a Moving Object P. 2
Eye-Hand Coordination P. 4
Walks P. 146
Runs P. 150

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Upon demonstration of task and verbal cue, student shall grasp the hockey stick.	Following a teacher's demonstration of the task, student will grasp hockey stick with both hands. Initially teacher can place hands over student's to aid him/her in grasping stick.	Hockey puck (circular felt hoop--donut shaped) Diameter 1", Center hole 3 7/8", Thickness 7", Wt. 7 oz. Hockey stick (resembles a broom handle, circumference 3 1/2", Weight 1 lb. 4 oz., Length 48", floor end of stick is rounded.)
3.) Upon demonstration of task and verbal cue, while stationary student shall hit the puck with the stick.	Following a teacher's demonstration of the task, student, while standing stationary, grasps hockey stick and hits puck with the stick, with no regard to direction.	The goal is 6' wide, 4' high, 2' deep with netting. For rules and information concerning Special Olympics floor hockey, contact your state Special Olympics director or: Mrs. Eunice Kennedy Shriver President Special Olympics Inc. Joseph P. Kennedy Jr. Foundation 1701 K Street N.W. Washington D. C. 20006
4.) Upon demonstration of task and verbal cue, student shall walk and run with stick.	Following a teacher's demonstration of the task, student runs across the gym with the hockey stick. The stick must be held below the shoulders at all times.	
5.) Upon demonstration of task, student shall run with puck.	Following a teacher's demonstration of the task, student moves puck across the gym with hockey stick. Student puts end of stick into center of puck and moves it across a designated area.	
6.) Upon demonstration of task, student shall hit puck in desired direction.	Following a teacher's demonstration of the task, student shall shoot the puck into a designated goal area. Gradually the distance between the goal and student is increased.	

PLAN NO. 9: Learning Good Use of Leisure Time

Content Area VI: To Develop and Maintain Track and Field Skills

Item No. 1: Running (track race)

PREREQUISITE SKILLS

Attending & Imitation behavior

Gross motor skills

Eye-foot coordination

Visual discrimination, acuity & tracking

Receptive Language

RELATED CONTENT ITEMS

Runs P. 150

Stopping on Visual/Verbal Command P. 155

Starting on Visual/Verbal Command P. 156

Running Broad Jump P. 559

Relay P. 561

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student runs while holding hand of assistant from beginning point to finish line.	Teacher takes hand of student and tells him she will walk a "path" (lane) with him. Teacher then runs with student, encouraging him to run as fast as he can. (Run in place in gym or playground holding aid's hand for balance. Run on pacer in gym to build muscles and endurance.)	Starting Gun Whistle Tennis Shoes Ribbon or String Tape
3.) Student is able to run from beginning point to finish line with verbal assistance from the assistant on side line.	Teacher or students run alongside of track, shouting encouragement as student runs. Two or more students line up and run to a designated point without regard to lanes. Have students practice running on different surfaces such as tile, asphalt, grass, gravel, etc.	
4.) Student understands the starting and finishing lines.	Colored scarves may be used to emphasize starting and finishing lines. (Green to start and red to stop) Have students practice lining up on starting line. Have students run short race stressing the fact their speed should not decrease until they are across the finish line. A ribbon or string may be used, held chest high, as an incentive to reach finish line first at full speed.	
5.) Student is aware of the starting signals and proper hand positions.	As teacher fires starting gun, pupils race between 3 ft. high parallel ropes. Students start from a crouched position and run short races. As skill improves, ropes are lowered until they are finally on the floor at which time they are exchanged for tape. Students are always encouraged to stay within their lane and run beyond the tape at the end of the track. Teacher lines up runners and deliberately attempts to cause false starts emphasizing attention to sound of gun. Teacher changes position of runners after each race to give them experience of running in different lanes. (Walk through the course if need be - have experienced runners run on either side of pupil who is having problems during practice.)	
6.) Student is able to take part in a race, following all the rules independently.	Student begins at starting point at the sound of the signal and runs to finish line, staying in proper lane, not slowing down until he passes finish line - understands when race is finished. Teacher can take class to a track and conduct a race. Take class to watch a high school track meet or practice. Enter pupils in special olympics if possible.	

PLN NO 9: Learning Good Use of Leisure Time

Content Area VI: To Develop and Maintain Trick and Field Skills

Item No. 2: Standing Broad Jump

PREREQUISITE SKILLS -558-
 Attending & Imitation behavior
 Gross motor skills
 Eye-foot coordination
 Receptive language
 Ability to jump
Standing balance

RELATED CONTENT ITEMS
 Jumping Up (Standing Jump) P. 549
 Running Broad Jump P. 559
 Jumping Rope P. 562

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) With verbal assistance, student can swing the arms rhythmically and bend the knees.	Students walk in gym swinging arms rhythmically. (Can also play music and have students march.) Do deep knee bends. Students listen to record (Bend and Stretch) and follow directions.	Tennis Shoes Tape for Marking Record: "Bend and Stretch" Romper Room
3.) With verbal assistance, student can swing the arms rhythmically and bend the knees and jump forward.	Students jump in place to build up muscles of legs. Teach student to swing arms in direction of jump. Students assume a crouched position and jump forward.	
4.) Student can perform jumping movements by increasing ankle and knee action resulting in a more upward and forward motion.	Put marking tape on floor and have students see how far they can jump. Teacher demonstrates proper form used in jumping and the pupil imitates. Keep track of distance of jump and encourage student to jump farther next time.	
5.) From a starting line, student swings arms rhythmically, bends knees, jumps forward and lands on two feet, maintaining balance with assistance.	Teacher assists student with jumping using the proper form. Teach students to land on heels after jump rather than the ball of the foot and also to bend the knees to cushion shock of landing.	
6.) Student independently demonstrates a proper standing broad jump.	Without assistance, student stands in crouched position with both feet together, knees bent with a forward strong arm swing done simultaneously. Using a sudden thrusting action of the legs against the surface, suspends body momentarily in air then back to ground to a balanced landing. Students may keep a record of the distance they jump and see how much they improve. Enter students in special olympics if possible.	

PLN NO 9: Learning Good Use of Leisure Time

Content Area VI: To Develop and Maintain Track and Field Skills

Item No. 3: Running Broad Jump

PREREQUISITE SKILLS

Attending & Imitation behavior
Gross motor skills
Eye-foot coordination
Receptive language
Ability to run

RELATED CONTENT ITEMS

Jumping Up (Standing Jump) P. 149
Runs P. 150
Standing Broad Jump P. 556

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student demonstrates a slow running pattern, leaning the body forward, runs to the jumping point with assistance.	Teacher demonstrates proper running pattern to student. Student practices slow running pattern concentrating on ending on the jumping foot at the starting point.	Tennis Shoes Marking Tape (Bright color)
3.) Student demonstrates a slow running pattern, leaning the body forward, runs to the jumping point with arms bent at the elbows and swung from the shoulders in opposition to the leg with assistance.	Teacher demonstrates the proper running pattern. Have student practice the proper running pattern coordinating proper arm swing with leg movement.	
4.) With assistance, student can run to the jumping point, pushing off from the rear foot and stepping forward with the lead foot, landing on both feet.	Teacher demonstrates proper running pattern with jumping and correct landing. Student practices starting out slow concentrating on form being aware of starting point and landing.	
5.) With verbal assistance, student runs faster, lifting the knees higher as the speed increases.	Teacher demonstrates proper improved running pattern lifting knees higher and increasing speed. Teacher emphasizes during practice to keep body weight going in a forward direction to avoid falling back and losing distance. Teacher keeps track of distance student jumps and encourages him to improve.	
6.) Independently, student will demonstrate a correct running pattern.	Leaning the body forward, the arms are bent at the elbows and swung from the shoulders in opposition to the legs. Toes are pointed forward with knees lifting higher as speed increases. Can, with a rhythmic continuous movement, push off from the rear foot and step forward with the lead foot landing on both feet. Competition can be stressed for motivation. Teacher encourages each student to keep a record of the distance he jumps and try for improvement. Enter students in special olympics if possible.	

PLN NO. 9: Learning Good Use of Leisure Time

Content Area VI: To Develop and Maintain Track and Field Skills

Item No. 4: Softball Throw

PREREQUISITE SKILLS -560-
 Attending & Imitation behavior
 Gross and fine motor skills
 Eye-hand coordination
 Receptive language
 Visual discrimination, acuity & tracking
 Standing balance

RELATED CONTENT ITEMS

Throwing Ball P. 539
 Tossing Games P. 549
 Softball Skills P. 551

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can grip the object by fingers of the throwing hand and standing in a stride position, move the arm in a throwing position before releasing the ball.	Teacher demonstrates throwing softball. Students may start throwing empty milk cartons, whiffle ball and nerf ball for practice. Have children exercise with hand grips (theraplasts, finger and wrist strengthening kits) to build up muscles and hand, wrist and forearm.	Softball Hand Grip Sporting Goods Store Finger and Wrist Strengthening Kit, PEC 2305, \$24.95 Theraplasts, PEC 2299, Two for \$5.00 Preston Corp., 71 5th Ave., New York, NY 10003
3.) Student throws a ball haphazardly without regard to distance or direction.	Students throw ball in any direction practicing on increasing distance as they throw. This may be done either in gym or outdoors.	
4.) Student throws ball in a given direction and a proper distance with supervision.	Students throw at targets on wall, increasing the distance as accuracy improves. Students throw ball to a partner and partner throws ball back. Students may throw balls in boxes or baskets set at a given distance and keep increasing distance. Teacher keeps track of record and encourages student to improve.	
5.) Student is able to maintain correct balance while throwing ball in a given direction and proper distance with supervision.	Teach student to bring throwing arm straight down and back rotating body slightly toward the throwing arm, shifting the weight to the foot on the throwing side - better known as follow through.	
6.) Student throws ball overhand in a given direction and with correct balance a proper distance without guidance.	Students practice the proper technique of throwing softball. Students keep track of distance ball is thrown. Teacher encourages improvement. Enter pupils in special olympics if possible.	

PLN NO 9: Learning Good Use of Leisure Time

Content Area VI: To Develop and Maintain Track and Field Skills

Item No. 5: Relay

PREREQUISITE SKILLS

Attending & Imitation behavior
Gross and fine motor skills
Eye-hand coordination
Receptive language
Visual discrimination, acuity & tracking
Ability to run

RELATED CONTENT ITEMS

Runs P. 150
Relay Race - Running P. 546
Relay Race - Passing Object P. 547
Running P. 557

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student can, with physical and verbal assistance, run and pass, with a slapping motion, a baton to a receiver.	Teacher and aid demonstrate the proper way of passing baton. With assistance from the teacher, the students practice passing the baton running at only half speed. Check to see student's shoe laces are tied in a safe manner so that they may engage in this activity minimizing possible accidents.	Baton Tennis Shoes
3.) With physical and verbal assistance, student can receive a baton from a player behind him just after beginning to run.	Teacher demonstrates the way to receive a baton from the person behind him. Students practice this running at a slower pace.	
4.) With assistance, student can start and continue on an oval track.	With assistance, the student practices when to begin running in order to make a smooth exchange.	
5.) Student can combine running in own lane, receiving and passing baton with verbal assistance.	Teacher and aid demonstrate the proper way to receive and pass the baton, keeping in own lane on the track. Students practice the relay with guidance by the teacher.	
6.) Student can independently exchange baton within given area using skills previously learned.	Independently, student can begin to run as previous runner is approaching and receive baton from behind without breaking stride. Student can also approach teammate and firmly slap baton into his grip and come to a stop without assistance. Make up a relay team and encourage competition. Enter students in special olympics if possible.	

620

PLN NO 9: Learning Good Use of Leisure Time

Content Area VII: To Develop and Maintain Participation in Individual Activities

Item No. 1: Jumping Rope

PREREQUISITE SKILLS -562-

Gross & fine motor skills
Visual discrimination, acuity & tracking
Imitation behavior
Standing balance
Ability to jump

RELATED CONTENT ITEMS

Performs Circular Movement with Hand and Arm P. 39
Taking Turns P. 33
Jumping Up (Standing Jump) P. 49
Playground Behavior P. 363
Jumping Through Movement to Music P. 623

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) With modeling and verbal and physical assistance, student jumps in place on two feet, then on alternate feet.	Teacher takes student's hands and together jumps in place on gym floor. Practice jumping rhythmically on trampoline in gym. Teacher may clap to get rhythmic jumping. Jumping to music is also helpful. If necessary, teacher takes student's hand as student jumps first on one foot and then the other. Student also jumps with feet together and apart. Jumps in and out of tires or hoops - jump over colored tape on floor - jump on designs painted on playing surface.	Jump rope Jump rope rhymes Records for jumping Counting records Tires - hoops
3.) With teacher's verbal and physical assistance, student turns rope smoothly and rhythmically.	Using a 1/2" rope at least 7 or 8 feet long, the teacher and aide demonstrate the turning of the rope, emphasizing the need to do it smoothly and rhythmically. Teacher and student then turn rope together. One end of the rope may be tied to a door knob or a chair and student takes the other end to practice turning the rope. Two students practice turning rope.	
4.) With verbal assistance, student jumps over rope swinging back and forth.	As teacher and aide swing rope, teacher says "Jump" and demonstrates by jumping at appropriate time. Teacher and aide swing rope back and forth as student jumps over rope. Teacher says "Jump". Two students swing rope back and forth with one student jumping over.	
5.) With verbal assistance, student is able to jump a turning rope rhythmically in place.	Teacher demonstrates jumping as two students turn the rope rhythmically around and around. Teacher and other student turn rope as student jumps the rope as it is turned around and around. Teacher demonstrates running in and jumping rope and student takes turn running in and jumping.	
6.) Independently, student is able to turn and jump rope rhythmically.	Student takes a jump rope and enjoys turning and jumping rope independently. If friends are available, two can turn the rope while one or two enjoy jumping the rope. Students can count or say one of the many jump rope rhymes. One end of the rope may be tied to a chair or door knob if two students are not available to turn.	

PLN NO 9: Learning Good Use of Leisure Time

Content Area VII: To Develop and Maintain Participation in Individual Activities

Item No. 2: Roller Skating

PREREQUISITE SKILLS

Gross & fine motor skills
Visual acuity & discrimination
Imitation behavior
Balance

RELATED CONTENT ITEMS

Slides P. 152
Putting on Shoes, Boots, Slippers P. 285
Tie Bow P. 299
Laces P. 305
Playground Behavior P. 363

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) With modeling and verbal and physical assistance, student unties street shoes and unlaces several eyelets on skates and loosens the lacing; then places the skates on feet, relaces and ties.	Create an interest by taking class to roller rink and let them watch people skating. Teacher demonstrates how to put on roller skates and student puts on and ties own skates. Students can practice on gym floor or any smooth floor to the "Skater's Waltz" record, sliding on feet and using proper coordination. Socks can be worn and powder put on floor to reduce friction.	Roller Skates Record: Skater's Waltz Smooth floor Carpeted floor Rail for balance
3.) With modeling and verbal and physical assistance, student stands up with body bent slightly forward for balance and coordination.	Teacher and pupil stand up on skates on carpeting to get the feel of rollers under the feet. Teacher holds student up as they take a few steps still on carpeting. (Special roller skates may be bought to wear in gym.)	
4.) With modeling and verbal and physical assistance, student holds onto rail and pulls himself along.	Student puts skates on and pushes with one foot, getting the feel of the skates. Student holds onto rail and teacher. After student gets the feel of roller skates, he may let go of the railing and glide along holding hand of teacher.	
5.) With teacher's physical and verbal assistance, student moves feet in and out, alternately pushing and gliding.	Student gets the feel of skates and the gliding motion holding onto teacher only when necessary. Teacher walks out about ten yards and faces student to encourage him to skate independently. Assistance is given only when needed.	
6.) Student roller skates independently.	Teacher observes and supervises as student roller skates independently using previously learned skills. More advanced and stronger students may help beginners to inculcate sense of responsibility. Safety may also be discussed with students, especially dangers of skating on roads and sidewalks and where other activities are going on.	

630

PLN NO 9: Learning Good Use of Leisure Time

Content Area VII: To Develop and Maintain Participation in Individual Activities

Item No. 3: Ice Skating

PREREQUISITE SKILLS -564-

Gross & fine motor skills

Visual acuity & discrimination

Imitation behavior

Standing balance

RELATED CONTENT ITEMS

Slides P. 152

Walking on Slippery Surfaces P. 162

Putting on Shoes, Boots, Slippers P. 285

Laces P. 305

Coordination Through Movement P. 616

Sliding Through Movement to Music P. 625

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) With modeling and verbal and physical assistance, student removes his shoes and proceeds to put on skates, with double runners, lace and tie them.	Teacher takes student to ice rink to watch skaters to create an interest. Teacher puts on skates and skates around rink demonstrating to student. Teacher assists student in putting on ice skates.	Ice skates
3.) With modeling and verbal and physical assistance, student stands up on skates with body bent slightly forward for balance and coordination and walks around to get feel of skates.	Teacher demonstrates standing up on skates. Teacher takes pupil's hand and they walk around on ice. If permissible, an old chair may be used to support child as he walks or skates on the ice.	
4.) With modeling and verbal and physical assistance, student holds onto rail if available (if not, teacher's hand) and glides along on the ice.	Teacher takes student's hand, runs a few steps and glides. Student holds onto railing (if available) and pushes with hand and glides on ice. As student becomes more independent, he may practice skating without teacher's physical assistance. If the child has started on two runner skates and has achieved good balance, then single runner skates may be used.	
5.) With modeling and verbal and physical assistance, student learns to glide along the ice rhythmically.	Teacher demonstrates correct skating procedure as student watches. If student needs assistance, teacher may skate along holding student's hand until student feels relaxed skating alone. Student learns swinging motion of arms to help balance and speed and to shift weight from one foot to the other.	
6.) Child is able to skate independently with balance and coordination.	Teacher observes as student skates independently using the skills and knowledge of ice skating previously learned.	

PLN NO 9: Learning Good Use of Leisure Time

Content Area VII: To Develop and Maintain Participation in Individual Activities

Item No. 4: Sledding

PREREQUISITE SKILLS

Gross & fine motor skills
Visual discrimination, acuity & tracking
Eye-hand coordination
Imitation behavior
Sitting balance

RELATED CONTENT ITEMS

Sharing P. 101
Taking Turns P. 103
Identifies and Gives Characteristics of Winter P. 221
Chooses Clothing Appropriate to Weather P. 227
Ice Skating P. 564

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) When pulled, student rides and steers sled on level ground with verbal and physical assistance.	Student is pulled by other person(s) on level snow-covered ground. Other person may sit with student to show him how to steer. Students may take turns pulling and sitting. Besides being fair to all, this encourages teamwork.	Sled Markers (e.g., rags, boxes, poles with red cloth) Trash can lid Plastic tub
3.) When pulled, student rides and steers sled on level ground by self.	Student steers sled so that it moves along tracks created earlier. Otherwise, markers (e.g., rags, paper boxes, poles with pieces of red cloth tied to tops) may be used to indicate route.	
4.) Student rides and steers sled down slope accompanied by adult.	Teacher or other adult accompanies student down slope. Student lies on sled with teacher behind. Teacher pushes off. If slow beginner's slope is not available, teacher slows sled down by dragging feet in snow. As student gets used to sledding, sled is allowed to go faster.	
5.) Student rides and steers sled down slope by self after being given push.	Student may slow sled down with own feet if necessary. Student may sit on sled also.	
6.) Student is able to push off and sled by self.	Student learns to push off with foot or with a running start. Student experiments with other materials (e.g., trash can lid without handle, plastic tub). This is a good opportunity to teach mutual cooperation--taking turns pushing, riding and pulling sled, making sure no one is in the way, sledding together, and helping teacher teach beginners.	

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PLN NO. 9: Learning Good Use of Leisure Time

Content Area VIII: To Develop and Maintain Participation in Group Activities

Item No. 1: Hobbies

PREREQUISITE SKILLS -566-

Imitation behavior
Attending behavior

RELATED CONTENT ITEMS

Puta Materials Away P. 81
Constructive Use of Time P. 382
Swing for Leisure Time Activity P. 500
Learning Good Use of Leisure Time
P. 520-571

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lack skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Students show an interest in a hobby that he has been exposed to.	Teacher and students bring their hobbies to school to display and discuss. Two or three hobbies (in order not to confuse students) are first displayed, then individually discussed. Teacher may "interview" hobbyist student in center of class and get him to demonstrate where possible (e.g., making paper flowers). Teacher may bring in other people's hobbies that students may not have but are simple and practical (e.g., coin collections, scrapbooks with cut-outs). Students may be brought to watch displays and demonstrations at hobby shops.	Hobby books Hobby films Various hobby materials
3.) With physical and verbal assistance, student is able to set up and work on his hobby for a short time.	Teacher helps students gather materials needed to work on his hobby. Little effort is needed by student to start once he has decided to start on something. For example, if student wishes to collect pictures of football stars, teacher has magazines, glue, and scissors ready in one corner of room set apart by movable partitions. Teacher praises student for small efforts and successes. Highly recommended is grouping of students with same interests; they can sit together to compile attractive book, reinforcing each other and dividing labor. Student should have container (e.g., folder, basket) for own materials.	
4.) Without physical assistance, student is able to set up his equipment before beginning work.	Areas set aside (like in above) are fixed so that students know where to go to work on particular types of hobbies. Student is encouraged to bring more of own materials instead of teacher doing so (e.g., bringing own magazines with advertisements for logo collecting).	
5.) Student can independently set up and work on hobby and does so during free time.	Teacher sets aside time each week to work on hobby. Hobby may be used as positive reinforcement after assignments are completed. Teacher periodically checks progress in each hobby, and informally shows other students this progress to reinforce student(s) working on this hobby as well as to serve as model for other students.	
6.) Student can display his hobby and interest others in participating in his hobby and in forming a hobby club.	Since hobbies are not all ready for display at same time, student may show hobby at time it is ready. Teacher assists students in setting up displays during general exhibitions (e.g., school fair, parents' day). Teacher helps organize hobby clubs, helping them get an "identity" (e.g., badges, special area and property). This is good way to get them to organize selves, meet others and reinforce each other in hobby.	

PLN NO 9: Learning Good Use of Leisure Time

Content Area VIII: To Develop and Maintain Participation in Group Activities

Item No. 2: Creative Dramatics

PREREQUISITE SKILLS

Imitation behavior
Receptive language

RELATED CONTENT ITEMS

Role Playing (imitating animals) P. 104
Role Playing (imitating roles of various people and occupations) P. 105
Group Composition P. 642

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Students observe as others act out simple roles given by teacher.	A large area is made by arranging seats in semi-circle or circle. Teacher discusses with students how they can imagine themselves to be things they are not. Competent student models - for instance, teacher tells him to imagine himself as a bee, flitting from flower to flower, and student acts this out. Other examples would be acting as a penguin, hen, rooster. Teacher can read a story like "Three Little Pigs" and modeling student may act out how the "Big Bad Wolf" sulks as he walks, or blows houses down.	Materials depend on activities (e.g., puppet, story books, props modified from furniture). For teachers: Film "Creative Drama", 27 min., color, BAVI "Mrs. Ryan's Drama Class" 33 min., B/W, BAVI Books: Assoc. for Childhood Education International, "Creative Dramatics", Bulletin 2A, Washington, D.C.: The Association, 1961 (A summary) Tiedt, Iris & Tiedt, Sidney "Contemporary English in the Elementary School" Prentice-Hall, Inc., Englewood Cliffs, N. J., 1967, pp. 117-121 Sika, Geraldine, "Creative Dramatics: An Art for Children", N. Y., Harper 1958
3.) Students act out simple roles given by teacher.	Students perform now as teacher gives the roles they can play. Teacher may use new examples or above examples, preferably modified (e.g., "How would the Big Bad Wolf blow down a house of straw/sticks/bricks?"). Inanimate objects may be imitated (e.g., statues, shadows, waterfalls, and best of all, machines--merry-go-round, washer, dryer, robot, parts of machines that are synchronized, then break down, as shown by children falling down and making appropriate noise). Students may be encouraged to work in groups (e.g., machines, a flight of geese or planes, rain going over hill and vale).	
4.) Student get simple roles by self and act them out.	Students are encouraged to think up their own things to imitate. Groups may be formed to plan on one, say, type of animal to imitate (e.g., mother hen and chicks, elephants, each holding tails of elephants in front). Teacher helps by giving hints to the groups if necessary. Situations may be acted out (e.g., making telephone call, waiting outside principal's office after bad deed, holding umbrellas blown by wind). Students can act for others to guess, like in charades.	
5.) With teacher's assistance, students produce and act out plays.	Teacher helps select stories which she gives to groups of children who are to plan and act out story with help of teacher. Common tales can be picked, depending on ability of students (e.g., "Chicken Little", "The Little Red Hen", "Goldilocks" or poems or songs like "Three Blind Mice"). This can be done as someone narrates, as a regular play, or as a pantomime.	
6.) Students initiate and participate in creative dramas of various forms.	Emphasis should be on enjoyment and creativity, rather than elaborate equipment and plays. Students can experiment in simple puppetry (using cans, bottles, boxes, hands, human puppets, etc.), finger play activities (e.g., "Ten Little Indians", which incorporates counting in math, and pantomime like "Chewing Gum", in which gum was passed from mouth to chair to pants to shoe (in kicking action) and, when thrown away, falls into mouth again. Teacher helps set up stage for presentation of plays of students.	

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PLN NO. 9: Learning Good Use of Leisure Time

Content Area VIII: To Develop and Maintain Participation in Group Activities

Item No. 3. Organizing A Club

PREREQUISITE SKILLS -566-

Imitation behavior

Attending behavior

Receptive language

RELATED CONTENT ITEMS

Leadership P. 129

Appropriate Social Behavior with Co-

Workers P. 387

Hobbies P. 566

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) After teacher introduces formation of clubs to students, students indicate to teacher persistent interest in starting club.	Teacher finds out which groups of students share certain common interests (e.g., a hobby, a game) that does not already have club in school that students can join. Teacher discusses with them the feasibility of forming a club, emphasizing advantages (e.g., getting special materials like badges, having fun together), and responsibilities (e.g., helping others). Examples of clubs are given (like football fan club). Teacher proceeds only if students persist in interest. Teacher may, for instance, tell students to ask him about forming a club at a later date. If students ask for help/approval for starting a club, teacher will know that interest is not temporary.	Materials depend on nature of club formed
3.) Teacher assists group of interested students to organize into a club.	Teacher finds special place for club to meet (e.g., part of classroom at assigned time for club meetings) and helps members to elect leaders. Teacher helps club to create an "identity", introducing after discussion with students, things like initiation rites, badges, special clothing (e.g., T-shirts, caps, arm bands), a special name, etc. Teacher may observe and assist in first get-togethers if members so wish.	
4.) Teacher assists students in maintaining and improving club.	Less capable students can be formed into loose groups, like a baseball fan club where students identify selves with caps of certain color and say baseball together occasionally. Teacher checks progress occasionally and gives suggestions for further activities (e.g., helping fan club write to "parent" club for club paraphernalia, developing club signals like handshakes.)	
5.) Students maintain own club.	Teacher acts as resource person. Club activities like results of games may be posted or advertised (e.g., on bulletin boards, announcements in class), and products/materials displayed (e.g., work of hobby clubs, new insignias, autographed pictures of stars).	
6.) Students are able to organize own clubs.	Sometimes when it is apparent that some students have a strong interest in common, teacher may suggest they get together as some informal club. Students should be able to join clubs that are existing by selves.	

PLN NO. 9: Learning Good Use of Leisure Time

Content Area VIII: To Develop and Maintain Participation in Group Activities

Item No. 4: Mixing Cards

PREREQUISITE SKILLS

Fine motor
Imitation behavior
Visual discrimination, acuity & tracking

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 4
Lotto Games P. 520
Games of Chance (Bingo) P. 521
Dealing P. 570
Recognition of Cards P. 571

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) After teacher's demonstration and with teacher's verbal and physical assistance, student turns cards to face one way and then mixes them up on floor.	Teacher uses "Bingo" cards scattered on the floor. Cards are all turned face down, then mixed with sweeping movements. Student then repeats task on scattered "Bingo" cards with teacher's assistance. A part of a playing card deck is used for same task, then the whole deck.	"Bingo" cards Playing cards Chalk
3.) Student mixes cards up on floor thoroughly by self.	Teacher observes as student does this by self. Teacher may teach student "52 Pick-up" trick, asking student if he would like to learn the game. When student replies affirmatively, teacher scatters cards and asks student to pick them up. (Teacher should help student do this.)	
4.) After teacher's demonstration, student gathers scattered cards into a pile.	Teacher scatters "Bingo" cards on floor and shows student how to gather them together into a pile by sweeping cards into one area. Student then performs task. Same task is then performed with playing cards, using only a part of a deck, then the whole deck. Teacher may use chalk to draw small circle on floor and have student gather cards within circle.	
5.) After teacher's demonstration, student puts cards into a neat stack.	Teacher aligns a few "Bingo" cards on floor to form a neat stack. Student does same. Then a few playing cards are used, and eventually the whole deck. After stacking, sides of cards are placed against floor to even edges. Student performs tasks of levels 3, 4, and 5 in sequence.	
6.) Student mixes cards up in various ways independently.	Student can try various ways after teacher's demonstrations, e. g., placing deck on floor or table, then repeatedly taking top cards off this stack and putting them on floor or table to form another stack. More skillful students may be taught more complex shuffling.	

PLN NO. 9: Learning Good Use of Leisure Time

Content Area VIII: To Develop and Maintain Participation in Group

Item No. 5: Dealing

PREREQUISITE SKILLS -570-

Fine motor
Imitation behavior
Visual discrimination, acuity & tracking

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 4
Lotto Games P. 520
Games of Chance (Bingo) P. 521
Mixing Cards P. 569
Recognition of Cards P. 571

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) With teacher's assistance, student gives one card to partner and one to self from cards spread on floor until cards are depleted.	A carpeted floor is used to make picking of cards easier. Teacher places 8 oranges on carpet, giving one to student and one to self, explaining that they are sharing oranges. Teacher then holds student's hand and leads him to do the same. Eventually, student may do this without teacher leading. Eight large cards (e.g., "Bingo" cards), then 8 playing cards are used for the same activity. (Cards are spread on carpet to make them easier to pick up.) Teacher and student may say names aloud when dealing (e.g., "One for teacher, one for Adam...") Student used not count when dealing at this stage.	Eight oranges "Bingo" cards Playing cards Carpeted floor
3.) With teacher's assistance, student gives one card to partner and one to self from stack on floor until all cards are depleted.	Stack of 8 large cards are spread out evenly to look like accordion to make it easier for student to pick each card up. Student then gives out cards as in above. Playing cards are then used for same activity. Student then deals from stacked-up cards (not spread out). Teacher may hold student's hands and show him how to separate cards if more than one is picked up. New playing cards are used to prevent cards from sticking.	
4.) With teacher's assistance, student gives one card to partner and one to self from stack held in own hand until cards are depleted.	Teacher holds 8 playing cards in one hand and deals with other. Then student repeats this task. More cards are used gradually.	
5.) Student deals cards to several people in clockwise direction until cards are depleted.	If student does not place cards well, the places cards should be put are indicated (e.g., by handkerchiefs).	
6.) Student deals cards appropriately in all situations counting out cards, if necessary.	When student is told number of cards each student player should have, student deals correct number. Players make counting into a game, all saying in unison number dealt to each person as cards are passed out. Players may also count cards they each have been given. If student exposes card when dealing through carelessness, he has to take card back. If student deals well, teacher asks other students if dealer was good dealer, and students reply in affirmative.	

PLN NO. 9. Learning Good Use of Leisure Time

Content Area VIII: To Develop and Maintain Participation in Group Activities

Item No. 6: Recognition of Cards

PREREQUISITE SKILLS

Fine motor
Imitation behavior
Visual discrimination, acuity & tracking
Receptive language

RELATED CONTENT ITEMS
Sort Visual Images into Appropriate Groups
P. 9
Mixing Cards P. 569
Dealing P. 570

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student is able to recognize and identify the four suits.	Floor with carpeting is preferred to make cards easier to pick up. After explaining suits to student, teacher plays game with student in which part of a deck is dealt to both players. Person with most cards of one pre-selected suit shows these cards and identifies suit. Game can also be played in which cards are dealt, and first person with set of four cards representing all four suits wins. Winner must show each of four cards and identify verbally the suit card belongs to.	Packs of cards Carpeted floor Old Maid game
3.) Student is able to recognize and identify face cards and aces.	Teacher first shows student that most cards are numbered. Then teacher shows and explains face cards and aces. Game of "Slap-Jack" is played (to make it simpler, less cards may be used, but all Jacks are retained). Then "Slap-Aces" etc. are played. Players are required to say name of card he slaps.	
4.) Student is able to match cards of same suit (number).	Teacher lays out all cards in deck such that four columns represent the suits and each row is of same unit. On teacher's request, student picks up all four cards of same unit which teacher tells student. Games to play: "Concentration" - simplified by using fewer sets of same unit. "Name-Calling" - each player gets name of certain category (e.g., animal names) or uses other student's name. When cards are dealt face up, and two players get cards of same unit, player calling "pseudonym" of other player first gets latter's cards. Player with most cards wins.	
5.) Student is able to put cards in numerical order.	Game may be played in which, after cards are dealt, player with largest sequence wins. Game can be adapted for sequence of same unit.	
6.) Student plays card games by selves after learning recognition of cards.	Teacher may wish to show student how to record points in games. Chips may be used if desired. Other games students can participate in are War, Old Maid and Go Fish.	

PERSISTING LIFE NEED #10

Learning To Develop Creativity Through Art And Music

Learning To Develop Creativity Through Art And Music outlines specific suggestions for teaching the skills an individual needs in order to express oneself through water play, crafts, art and dance.

PLN NO. 10 Learning to Develop Creativity Through Art and Music

Content Area I: Developing Creativity Through Exploration

Item No. 1: Water Play

PREREQUISITE SKILLS -574-

Finger/Arm Flexion and Extension
Grasp/Release
Eye - Hand Coordination
Expressive and Receptive Language
Visual Tracking
Awareness of Spatial Relationships

RELATED CONTENT ITEMS

Pouring P. 439
Washing Dishes (Manual) P. 459
To Develop and Maintain Swimming Skills P. 524-536

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2) With physical and verbal assistance student will put hand/fingers in the water.	The teacher introduces the student to the water table, water basin or sink, filled with water. Following verbal cue, "put your hand in the water", teacher assists student in placing hands in water. To acquaint the student to the water, the teacher should have the students wet their hands before utilizing the water table.	Water table (Basin or sink) Water Small floating toys Container, cup Water repellent smock
3.) Following verbal cue only, student puts hand/finger in the water.	Following verbal cue only, "put your hand in the water", student places his hand/fingers in the water. Teacher can provide verbal stimulation by describing the specific characteristics of the water (temperature, clearness, etc.)	
4.) Upon demonstration of task and verbal cue student splashes in the water.	Upon the teacher's demonstration of the task, and verbal cue "splash", student splashes with his hands. Teacher can provide music in the background, to emphasize the students movement and rhythm.	
5.) Upon demonstration of task, student manipulates floating toys in the water.	Floating toys are introduced. Student can pick up toys and use them to splash independently. Within reason, the student's movements should not be restricted, he should be free to experiment.	
6.) Upon demonstration of task, student can pour water from container.	Following a demonstration by the teacher, student grasps small container, submerges it, fills it with water, and pours it back into water table. Student repeats actions as desired. (This task can precede Item #4 "pouring", in Content Area II which can be found in PLN No. 6, "Learning to Assist in Homemaking".)	

PLN NO 10 Learning to Develop Creativity Through Art and Music	PREREQUISITE SKILLS	RELATED CONTENT ITEMS
Content Area 1: Developing Creativity Through Exploration and Expression	Finger/Arm Flexion and Extension	Hand Washing P. 308
Item No. 2: Finger Painting	Grasp/Release	Making a Hand Print P. 586
	Eye - Hand Coordination	Skills in Working with Tempera Paint P. 595-601
	Visual Tracking	
	Awareness of Spatial Relationships	

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) With physical and verbal assistance student will put hand/fingers in the paint.	The teacher will present to each student a piece of finger painting paper and a glob of finger paint. Following verbal cue, "touch the paint", teacher will place both hers and student's hand/fingers in the paint. The teacher should provide verbal stimulation by describing the specific qualities of the paint (ie, color, temperature, consistency)	Finger paint Paper
3.) Following verbal cue "touch the paint", student will put hand/fingers in the paint.	Following verbal cue only, "touch the paint", student will place his hand/fingers in the paint. As many students are reluctant to do this, the teacher should verbally encourage all attempts that the student makes.	
4.) With physical and verbal assistance, student will put hand/fingers in paint and smear it across paper.	Following verbal cue "smear the paint", teacher will place her hands over the student's and smear the paint across the paper. Teacher can also model the desired response for the student.	
5.) Following verbal cue "smear the paint", student will smear it across the paper.	Following verbal cue only, "smear the paint", student will place his hand/fingers in the paint and smear it across the paper. Teacher can provide rhythmic music in the background for the students to paint to.	
6.) Student will independently put fingers/hand in paint and smear it across the paper.	Student initiates putting hand/fingers in the paint and smears it on the paper with any direction. Initially, students should finger paint with one color. Teacher should make an effort to stress movement and rhythm rather than design.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area 1: Developing Creativity Through Exploration and Expression

Item No. 3: Crayon Scribbling to Music in Developing Fluent Non-Verbal Expression

PREREQUISITE SKILLS -576-

Finger/Arm Flexion and Extension

Grasp/Release

Eye - Hand Coordination

Expressive and Receptive Language

Visual Tracking

Awareness of Spatial Relationships

RELATED CONTENT ITEMS

Eye-Hand Coordination P. 4

Color Recognition P. 35-37

Finger Painting P. 575

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will grasp the crayon in an appropriate manner with physical assistance.	The teacher will present each student with a piece of paper and a crayon. The teacher will place her hands over the student's while the student grasps the crayon in his fist. Initially, students should utilize the fatter primary crayons as they are easier to grasp.	Fat primary crayons Paper Appropriate mood music Art for the PrePrimary Child, Hilda Lewis: NAEA 1201 16th St. NW, Washington, D. C.
3.) The student will grasp the crayon in an appropriate manner independently.	The teacher will present each student with a piece of paper and a crayon. Student will independently pick up the crayon and grasp it in an appropriate manner (in his fist). To assist the student in developing the proper grasp, teacher can fasten clothes pins to the side of a container and have the student remove them using his fist.	A Conceptual Approach to Art Curriculum, Wisconsin Dept. of Public Instruction Bulletin, No. 184-70.
4.) The student will make strokes on the paper using full arm movements with physical assistance.	The teacher will place her hands over the student's while the student is grasping the crayon and make strokes on the paper. Repeat. Teacher can place crayons upright into clay and have the students pull the crayon out.	
5.) The student will make strokes on the paper using full arm movements independently.	Upon presentation of paper and crayon, student will independently grasp the crayon in his fist and make a mark on the paper. As student learns to make strokes, he should be given various colored crayons.	
6.) The student can scribble in a large smooth curve using hand and arm.	When presented with a crayon, student can randomly "scribble" on a piece of paper. Teacher should verbally encourage scribbling with large smooth flowing curves rather than jerky fine movements. Movement and rhythm should be stressed. Can present various types of music in the background for the students to scribble to.	

PLN NO. 10 Learning to Develop Creativity Through Art and Music

Content Area U: Skills of Working with Clay

Item No. 1: Learning the Characteristics of Clay

PREREQUISITE SKILLS

Finger/Arm Flexion and Extension
Grip/Release
Eye-Hand Coordination
Expressive and Receptive Language
Visual Tracking
Awareness of Spatial Relationships

RELATED CONTENT ITEMS
Skills of Working with Clay P. 579-585
Paper Mache P. 608
Sand Casting Plaster P. 610

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will accept the clay in his hands.	The teacher will distribute a mass of clay about the size of an orange by: Placing into the child's hands and cupping his/her hands around the student's while giving the verbal cue, "Hold this". The teacher will provide verbal stimulation by describing the specific qualities of clay i.e. cold, damp, etc.	Clay Aprons Masonite squares 12 x 12 or pieces of oilcloth or heavy plastic bags (to place on table top)
3.) The student will manipulate the clay by squeezing and pinching with physical assistance.	The teacher will place his/her hands around the student's and assist the student in opening and closing the fist and fingers, or grasping and releasing the mass of clay. The teacher will place the clay into one hand of the student's. He/she then places his/her hand around the student's fingers and forces them closed giving verbal cue, "Pinch". As many students are reluctant to squeeze clay, teacher should verbally encourage all attempts of manipulating the clay by the students.	
4.) The student will manipulate the clay by pushing and flattening the clay in his/her hands.	The teacher will provide a visual model and give verbal directions for the student to hold the clay in one hand and push it with the other hand to flatten it. The teacher should encourage the student to flatten clay with both hands. (Do not use dominant hand only.) Water should be kept on hand, to periodically add to the clay, making it more pliable as it tends to dry out after continued use.	
5.) The student will manipulate the clay by pushing and flattening on a surface.	The teacher provides verbal cue: "Put the clay on the table", and at the same time giving a visual example. The teacher provides a model to show student how to push the clay to flatten it. The teacher provides time for the students to practice this skill until it is mastered.	
6.) The student will gather the clay into a mass.	The teacher will demonstrate the task and present a verbal cue by, "Put all the clay back into one lump". The teacher scrapes the clay off the surface and pushes it back into a mass. Physical and verbal assistance may be necessary.	

PLN NO 16: Learning to Develop Creativity Through Art and Music

Content Area II: Skills of Working with Clay

Item No. 2: Representational or nonrepresentational Form by Pushing and Pulling

PREREQUISITE SKILLS -578-

Finger/Arm Flexion and Extension
Grasp/Release

Eye-Hand Coordination
Expressive and Receptive Language

Visual Tracking
Awareness of Spatial Relationships

RELATED CONTENT ITEMS

Plants and Animals in the Environment
P. 227-236

Fine Muscle Control for Assembling Small
Objects P. 397

Skills of Working with Clay P. 57 -585

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will form clay into a compact mass.	The teacher gives the student a mass of clay the size of an orange and gives the verbal-visual direction to, "Make a snowball". Physical and verbal guidance may be necessary.	Clay Apron Masonite squares 12 x 12 or pieces of oilcloth or heavy plastic bags (to place on table top)
3.) The student will learn to squeeze and pinch forms from the mass with physical assistance.	The teacher demonstrates the task of squeezing and pinching out forms from the compact mass. The teacher physically assists the student in squeezing and pinching out forms from the mass and in turn provides opportunities for the student to practice the skill.	
4.) The student will squeeze and pinch forms from the mass without physical assistance.	The teacher gives request for student to make forms from the mass by pinching and squeezing without breaking pieces of clay away from the mass.	
5.) The student will make a hollow in the mass with physical assistance.	The teacher demonstrates making a hollow impression with thumb or fingers in the mass and physically assists the student in doing this. Teacher should encourage the student to use both hands in the activity.	
6.) The student will make a hollow in the mass without physical assistance.	The teacher provides a visual or verbal cue for the student to make a hollow in the mass of clay. Teacher requests that the student make a hollow in a mass of clay.	

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Content Area II: Skills of Working with Clay

Item No. 3: Simple representational form i.e. four-legged animal

PREREQUISITE SKILLS

Finger/Arm Flexion and Extension
Grasp/Release
Eye-Hand Coordination
Expressive and Receptive Language
Visual Tracking
Awareness of Spatial Relationships

RELATED CONTENT ITEMS

Plants and Animals in the Environment
P. 227-236
Fine Muscle Control for Assembling Small
Objects P. 397
Skills of Working with Clay P. 577-585

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lack skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will form clay into a compact mass.	The teacher will give to each student a mass of clay the size of an orange. The teacher will demonstrate how to gather clay into a mass by pushing clay into a compact lump with two hands. Student will imitate the desired response. Physical and/or verbal guidance may be necessary.	Clay Apron Tongue depressor Masonite squares 12 x 12 or pieces of oilcloth or heavy plastic bags (to place on table top)
3.) The student will squeeze and pinch body parts from the mass with physical assistance.	The teacher will direct the student's attention to examples of animal body parts (i.e. legs, head, tail, etc.) and will model process. The teacher will place hands over student's and draw out needed body parts. The teacher provides practice experiment on his/her own situations for the student to try.	
4.) The student will squeeze and pinch body parts from the mass without physical assistance.	The teacher will provide verbal direction for the student to squeeze and pinch body parts from clay. As an alternative to the "squeeze and pinch method", teacher can direct the student to break off pieces of clay, forming the body parts separately and then putting the animal together.	
5.) The student will form details (eyes, ears, etc.) with verbal and/or visual direction.	The teacher will present 3-D examples and pictures of animals as models for the children to make four-legged animals. The teacher will provide verbal directions and physical assistance as she/he guides the student's in completion of the task.	
6.) The student will make a representational form.	The teacher will provide opportunities for the child to practice simple representational form. Teacher will give each student a picture and have the students make a representational form.	

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Content Area 2: To Develop and Maintain Skill: of Working With Clay

Item No. 4: Making a Pinch Pot

PREREQUISITE SKILLS -580-

Finger/Arm Flexion and Extension

Grasp/Release

Eye-Hand Coordination

Expressive and Receptive Language

Visual Tracking

Awareness of Spatial Relationships

RELATED CONTENT ITEMS

Skills in Working with Clay P. 577-585

Skills in Working with Tempera Paint

P. 585-601

Sand Casting Plaster P. 610

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will gather clay into a mass.	The teacher will distribute a mass of clay the size of an orange to each child. The teacher will demonstrate how to gather clay into a mass by pushing clay into a compact lump with two hands. Student will imitate the desired response. Bakers clay can also be used. This will give students practice in following a recipe.	Apron Clay Masonite squares 12 x 12 or pieces of oilcloth or heavy bags (to place on table) Recipe for Bakers Clay 4 cups flour 1 cup salt 1 1/2 cups water Preheat the oven at 350° and bake for one hour
3.) The student will form the mass into a ball.	The teacher will model and/or physically assist making "a snowball" from the clay. Teacher may use a flat surface to shape clay into a sphere shape. Student will imitate the desired response.	
4.) The student will push an indentation into a ball.	The teacher will model pushing thumb into clay. The teacher will physically assist by placing hand over student's and pushing thumb into clay to make indentation. Teacher may discuss texture and temperature of the clay.	
5.) The student will enlarge indentation by punching and pushing with thumb.	The teacher will model and/or physically assist the student in holding the ball of clay in one hand and pinching the impression with the thumb and the fingers. The teacher will assist the student in turning the pot while the student continues to pinch and enlarge. The student should use both hands in molding the pot. Verbal guidance may be necessary.	
6.) The student will flatten the bottom of the pot by pushing gently.	The teacher will demonstrate the desired response and/or physically assist the student in smoothing and flattening the bottom of the pot by pressing gently on a table. Have the student encircle the pot with both hands and smooth the bottom against the table. If baker's clay is used, the pot can then be baked, students will have a finished product that can be painted.	

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Content Area II: Skills of Working With Clay

Item No. 5: Forming A Flat Pot

PREREQUISITE SKILLS

Finger/Arm Flexion and Extension
Grasp/Release
Eye-Hand Coordination
Expressive and Receptive Language
Visual Tracking
Awareness of Spatial Relationships

RELATED CONTENT ITEMS

Writes Name P. 44-45
Skills of Working with Clay P. 577-585
Skills in Working with Tempera Paint
P. 595-601

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will form his clay into a ball about the size of a grapefruit.	The teacher will demonstrate and provide verbal instruction in forming a ball from the clay. The student will imitate the desired response. Physical assistance may be necessary.	Clay or baker's clay Flat, thin board or ruler (paint stirrer) Apron Pencil Masonite squares 12 x 12
3.) On a flat surface, the student will form the ball into a thick walled pinch pot until the opening is large enough to insert his/her fist.	The teacher will demonstrate opening up the ball of clay. The teacher will provide verbal and/or physical assistance. Student will imitate the desired response.	
4.) Placing closed fist inside of opened ball of clay, the student will thin the walls of the pot using a thin board or ruler.	The teacher demonstrates beating the clay to an overall $\frac{1}{4}$ " thickness by kneading the clay from the top of the fist toward the opening of the clay ball. The teacher provides physical assistance in beating the clay.	
5.) The student will continue to thin the wall without physical assistance until the walls are about $\frac{1}{4}$ " thick overall.	The teacher provides verbal directions and/or continued physical assistance. Teacher explains the reason why the student will make the pot $\frac{1}{4}$ " thick.	
6.) The student will set the pot, open side up, on the table, and pinch three holes in the sides at equal distances around the pot.	The teacher marks the pot for punching of the holes. The teacher demonstrates and provides verbal and/or physical assistance in punching holes in the clay (three at equal distances about 1" from the edge). The student will print his/her name on the bottom of the finished pot.	

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Content Area II: Skills of Working With Clay

Item No. 6: Making a Decorated Slab

PREREQUISITE SKILLS -582-
Finger/Arm Flexion and Extension
Grasp/Release
Eye-Hand Coordination
Expressive and Receptive Language
Visual Tracking
Awareness of Spatial Relations

RELATED CONTENT ITEMS
Skills of Working with Clay P. 577-585
Found Objects Printing with Random
Design P. 586
Skills in Working with Tempera Paint
P. 595-601

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will use hands or rolling pin to flatten the clay on a surface.	The teacher will pass out to each student a mass of clay about the size of an orange. The teacher places his/her hands over the student's and pushes them to flatten the clay after having given verbal direction and demonstrating the desired response. The teacher will demonstrate the use of a rolling pin. The teacher will place his/her hands around the student's and work his/her arms back and forth to flatten clay.	Fingers Tongue depressors Clay Apron Rolling pin or large dowel Cloth or canvas about 18" square
3.) The student will make impressions on the surface using fingers, found objects with assistance.	The teacher will place her hand around the student's and guide it, making markings in the clay with the student's fingers or an object the student is holding.	
4.) The student will make impressions on the surface without assistance.	Upon demonstration of the task and verbal cue, student will make impressions on the surface using fingers, found objects, etc. with no teacher assistance.	
5.) The student will add clay (small balls, rolls, pieces, etc.) by pushing them into the clay.	The teacher will place her hand over the student's and guiding his hand, will push the first small piece into the clay. The teacher gives verbal cues after which the student will push the remainder of the small pieces into the clay.	
6.) The student will cut holes through the slab. (Negative space.)	The teacher will place her hand around the student's and guide the hand in using the tongue depressor to cut decorative holes in the clay slab.	

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Content Area II: Skills of Working With Clay

Item No. 7: Making Clay Beads

PREREQUISITE SKILLS

Finger/Arm Flexion and Extension
Grasp/Release
Eye-Hand Coordination
Expressive and Receptive Language
Visual Tracking
Awareness of Spatial Relationships

RELATED CONTENT ITEMS

Hand Sewing (with a threaded needle) P. 494
Hobbies P. 566
Skills of Working with Clay P. 577-585
Seed Jewelry P. 609

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will pinch off small amounts of clay from the mass.	The teacher demonstrates gathering clay into a mass or ball shape. The teacher pinches off small amounts of clay and directs the student to imitate the desired response. Physical and/or verbal guidance may be necessary.	Clay or baker's clay Aprons Soda straws Tongue depressors Lengths of cord, 18"
3.) Placing the piece of clay in the palm between both hands the students will rub the open palm together in a circular motion, forming a small clay ball with physical assistance.	The teacher demonstrates the proper method of the rubbing palms together to form small clay balls. Upon request, the student will imitate the desired response, forming small clay balls. Physical assistance may be necessary.	
4.) The student will hold the clay ball in one hand and with a straw in the other hand, insert the straw through the clay ball.	The teacher demonstrates the proper method of stringing the clay ball on a plastic straw. The teacher demonstrates removing the balls of clay from the straw with care. Upon request, the student will imitate the desired response.	
5.) Using a pencil or tongue depressor, the student will decorate his beads by making impressions on their surface.	The teacher demonstrates the various techniques of incising the clay balls. This was introduced previously in the decorated slab project item #6. The teacher directs the student in imitating the desired response. The teacher prepares the clay beads for the kiln or oven (baker's clay).	
6.) The student will string or assemble his/her dried and fired beads and construct a necklace.	The teacher demonstrates stringing the fired beads on a strong cord and aids the student in imitating the task. The teacher verbally directs and/or physically assists in tying the cord.	

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Content Area II: Skills of Working With Clay

Item No. 8: Simple Jewelry and Wind Chimes from a Decorated Slab

PREREQUISITE SKILLS -584-

Finger/Arm Flexion and Extension
Grasp/Release

Eye-Hand Coordination

Expressive and Receptive Language

Visual Tracking

Awareness of Spatial Relationships

RELATED CONTENT ITEMS

Hand Sewing (with a threaded needle) P. 494

Skills of Working with Clay P. 577-585

Skills in Working with Tempera Paint

P. 595-601

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will cut the slab into desired sections or shapes with assistance.	The teacher will discuss shapes useful in making string jewelry and/or wind chimes. The teacher will provide visual examples of drawn shapes in appropriate scale and assist the child in drawing such shapes on paper or chalk board. The teacher demonstrates cutting shapes from clay slab with tongue depressor and physically assists the student in doing this. The teacher demonstrates drawing shapes with a stylus onto clay slab and cutting with a tongue depressor. Teacher provides opportunity for the student to execute the desired response. Physical and/or verbal assistance may be necessary.	Floor wax Tongue depressors Pencil Felt tipped markers Stylus Paper Rags Baker's Clay
3.) The student will cut the slab into desired sections or shapes.		
4.) The student will punch a hole to be used for the purpose of hanging clay slabs.	The teacher will present a model of clay slabs with a hole punched for hanging. The teacher will make the slab and demonstrate pushing a pencil through the clay on the mark. The teacher will provide extra clay slabs, marked for punching, for the child's practice. The teacher marks the clay slabs and requests that the student punch a hole in his/her clay slab project. Physical and/or verbal guidance may be necessary.	
5.) The student will observe the process of firing the objects and name one use of the kiln.	The teacher demonstrates and explains loading the kiln for firing of the clay and the purpose of the kiln, to fire pieces of clay into a finished product. Teacher will request the student to name one purpose of a kiln. If kiln is not available, baker's clay and an oven can be substituted. (See item No. 4 Making a pinch pot for a recipe for baker's clay)	
6.) The student will finish wind chimes or string jewelry by rubbing floor wax on the surface.	The teacher provides floor wax and cloth and demonstrates rubbing the wax onto the fired slab objects. The teacher verbally directs the student to do this. Teacher explains that the purpose of rubbing floor wax on the fired slab objects is to protect them from chipping and give them a glossy shine. Physical assistance may be necessary.	

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PRE-REQUISITE SKILLS

Finger/Arm Flexion and Extension
Grasp/Release
Eye-Hand Coordination
Expressive and Receptive Language
Visual Tracking
Awareness of Spatial Relationships

Content Area II: Skills of Working with Clay

Item No. 9: Making a Slump Pot

RELATED CONTENT ITEMS

Skills of Working with Clay P. 577-584
Skills in Working with Tempera Paint
P. 595-601

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will construct a slab of clay and decorate it by incising lines or pushing his fingers or other forms into the surface.	The teacher demonstrates pushing out a slab of clay and directs the student to do this. The teacher demonstrates various techniques of decorating the slab and directs the student in imitating the desired response. The teacher provides physical assistance when necessary.	Clay or baker's clay Tongue depressor (Broken in half, length-wise) Slump mold (Waste basket with overlap cradle taped to the outside) Apron Water Canvas or cloth (app. 18" sq.)
3.) With a tongue depressor, the student will cut out a large circular form with physical assistance.	The teacher provides large circular form and tongue depressors. The teacher places the circular form over the clay slabs and demonstrates cutting the slab with a tongue depressor around the form. The teacher prepares the slump mold by taping burlap over the opening of a wastebasket in a loose fashion.	
4.) The student will lay the cut slab into a prepared slump mold until the clay is leather hard.	The teacher demonstrates laying the cut clay slab onto the burlap slump mold. Student prints his/her name on the bottom of the clay slab. The teacher directs the student to the area where the slump mold may be stored until the clay is leather hard.	
5.) The student will remove the slab from the slump mold and smooth the edges with wet fingers.	The teacher demonstrates and explains the proper method of removing the slab from the mold. The teacher demonstrates making the slab edges smooth by rubbing with wet fingers. The teacher directs and/or assists the student in imitating the desired response. Physical assistance may be necessary.	
6.) Placing the slab on a flat surface the student will gently push near the center to flatten the bottom.	The teacher provides a clean, flat surface. The teacher demonstrates placing the slump pot on the flat surface and pushing down gently in the center until the bottom side is flattened and the pot will sit without rocking. The teacher directs the student or physically guides him/her in flattening the bottom of the slab.	

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Content Area III: Skills of Printmaking Process

Item No. 1: Making a Hand Print

PREREQUISITE SKILLS -586-
Finger/Arm Flexion and Extension
Grasp/Release
Eye-Hand Coordination
Expressive and Receptive Language
Visual Tracking
Awareness of Spatial Relationships

RELATED CONTENT ITEMS
Color Recognition P. 35-37
Hand Washing P. 308
Finger Painting P. 575
Skills of Printmaking Process P. 587-590
Skills in Working with Tempera Paint
P. 595-601

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will choose one of three paper colors for the background.	The teacher allows student to choose his/her color paper. The student will write his/her name on the paper and the teacher will collect the paper and pile next to the printing station. Verbal guidance may be necessary.	Colored paper (3 colors 9 x 12) Paint Aprons Soap Water Paper towel Sta-flo starch
3.) The student will observe preparation of paint for printmaking and name two steps of the process.	The teacher mixes powdered tempera into sta-flow starch to prepare one color for print making. Teacher will make a list of the steps involved in the preparation of paint for printmaking. Upon request, the student will name two steps of the process.	
4.) The student will press his/her hand into the paint.	The teacher takes student's hand and presses it into the paint. The teacher talks with student about how the paint feels. Teacher describes the texture of the paint i.e. smooth, thick, creamy.	
5.) The student will press the palm of the right hand that is covered with paint on colored paper.	The teacher guides the student's hand from the paint onto the paper. The teacher assists the student in pressing each finger onto the paper.	
6.) The student will repeat the process using the left hand.	The teacher provides physical assistance and/or verbal direction to allow the student to repeat the print with the same hand or the other hand. The teacher should encourage the students to use their imagination and discuss what the prints look like to them. (Example: turkeys, horses, etc.)	

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Content Area III: Skills of Printmaking Process

Item No. 2: Making a Monoprint

PREREQUISITE SKILLS

Finger/Arm Flexion and Extension
Grasp/Release
Eye-Hand Coordination
Expressive and Receptive Language
Visual Tracking
Awareness of Spatial Relationships

RELATED CONTENT ITEMS

Folding P. 401
Skills of Printmaking Process P. 586-590
Skills in Working with Tempera Paint
P. 595-601

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will cut two lengths of string about 18" from the ball.	The teacher will physically assist the student in marking with magic marker the given length on the string. The teacher will give a model and/or verbal cue to cut the string. The teacher will repeat the procedure for the second piece of string.	String Paint Paper (12 x 18) Two old cake pans Newspaper Aprons Marking pen
3.) The student will fold a 12" x 18" piece of paper in half to measure 9" x 12". The student will open the paper and place it flat on the table.	The teacher will give each student a 12" x 18" piece of paper. The teacher will model and physically assist the student in folding the paper in to crease the paper. Upon request, student will open the paper.	
4.) The student will dip the string into the paint and place it on half of the paper.	The teacher will demonstrate, placing string in paint and placing it on paper. The teacher will give verbal cue and/or physical assistance by holding hand over student's and dipping string in paint and placing it on paper while providing verbal cues.	
5.) The student will press the paper closed with one hand and with the other hand pull the string out from between the paper.	The teacher will demonstrate this procedure. Following verbal cue, student will grasp end of string and pull it out from between paper. Teacher can provide physical assistance if necessary.	
6.) The student will open the paper and place it flat.	Following demonstration of the task and verbal cue, "Open the paper," student will do so. Teacher should encourage the students to discuss their designs.	

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Content Area III: Skills of Printmaking Process

Item No. 3: Found Objects Printing With Random Design

PREREQUISITE SKILLS -588-
Finger/Arm Flexion and Extension
Grasp/Release
Eye-Hand Coordination
Expressive and Receptive Language
Visual Tracking
Awareness of Spatial Relationships

RELATED CONTENT ITEMS
Color Recognition P. 35-37
Skills of Printmaking Process P. 586-590

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will select an object from a collection of objects.	The teacher presents a large collection of objects possibly found on a field trip experience. Following verbal cue, "Pick three objects to use for printing," student does so. Teacher may wish to divide objects into groups according to texture or size and have the student select one object from each group.	Paint Newsprint or manilla Sta-flo starch Collection of objects i.e. stones, flat drift wood, bricks, cross section dowels, 2 x 2 pieces, potato mashers, etc. Aprons Newspaper Cake pans
3.) The student will dip object into the paint with physical assistance.	The teacher demonstrates and/or provides physical assistance in dipping one surface of the found objects into the paint.	
4.) The student will dip object into the paint independently.	Following verbal cue, "Dip the object into the paint," student does so independently.	
5.) The student will stamp object onto a 12" x 18" newsprint, with physical assistance.	The teacher demonstrates pressing the found objects onto the newsprint in a random design. Following verbal cue, "Stamp," student grasps object with his hand and presses it onto designated area.	
6.) The student will repeat the process using different objects or colors without physical assistance.	The teacher directs the student to complete the design independently. See level one for dispersing of objects among students. Students can use the finished prints as wrapping paper for gifts, (birthdays, holidays).	

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Content Area III: Skills of Printmaking Process

Item No. 4: Vegetable Printing

PREREQUISITE SKILLS

Finger/Arm Flexion and Extension
Grasp/Release
Eye-Hand Coordination
Expressive and Receptive Language
Visual Tracking
Awareness of Spatial Relationships

RELATED CONTENT ITEMS

Color Recognition P. 35-37
Utilizing a Knife (Cutting) P. 336
Skills of Printmaking Process P. 586-590
Skills of Working with Tempera Paint
P. 595-601

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will select a vegetable for a design.	The teacher will present student with the following vegetables: carrot, potato, celery, onion. Following verbal cue, "pick a vegetable for printing," student will do so. As an alternative to using vegetables, teacher can substitute leaves.	Vegetables ie carrot, potato, celery, onion Paring knife Forks 12 x 18 newsprint Paint Brushes Newspapers Aprons
3.) The student will cut or scrape a linear design into the surface.	The teacher will physically assist by placing hands on fork or paring knife with student and cut or scrape design into surface. If leaves are being utilized students do not have to cut out a design. The veins of the leaves will leave their impressions.	
4.) The student will fold a 12" x 18" newsprint to make a grid for printing with physical assistance.	The teacher will distribute the newsprint marked off into squares for the child unable to do the next step. The teacher will demonstrate folding newsprint two times horizontally and two times vertically.	
5.) The student will brush paint on the surface of the vegetable.	The teacher will model and/or physically assist the student in brushing on paint by holding the vegetable in one hand and guiding child's hand to paint.	
6.) The student will print various patterns on the grid using various colors.	The teacher will demonstrate putting pattern on paper. The teacher will physically assist the student by marking off appropriate squares for the student to make pattern. The students can use the finished product as wrapping paper for gifts, (birthdays, holidays).	

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Content Area III: Skills of Printmaking Process

Item No. 5: Collage

PREREQUISITE SKILLS -500-

Finger/Arm Flexion and Extension

Grasp/Release

Eye-Hand Coordination

Expressive and Receptive Language

Visual Tracking

Awareness of Spatial Relationships

RELATED CONTENT ITEMS

Skills of Printmaking Process P. 586-589

Collage P. 594

Skills of Working with Tempera Paint

P. 595-601

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will select various textured materials from a collection. (These can be also collected on a field trip.)	The teacher assembles many objects of varying sizes and textures to be used in printmaking. The teacher directs the students to select a specified amount of material or types of textures.	Printer's ink or water (Soluble) Tempra paint and Sta-flo Starch Various textured materials Newsprint Oak tag Brayer (One for each color) Elmer's glue Water Brushes 12" x 12" aluminum sheets (One for each color)
3.) The student will paste the materials on pieces of oak tag.	The teacher provides thinned glue and pre-cut oak tag. The teacher demonstrates applying the glue to the found objects and pressing them onto the oak tag. The teacher puts the collage away to dry for 24 hours.	
4.) The student will roll the printer's ink on the surface of the textured material.	The teacher provides water soluble inks, aluminum sheets and brayer. The teacher demonstrates rolling the brayer in the ink and applying the ink to the collage.	
5.) The student will place newsprint over the collage and rub the top firmly with the palm of the hand, with physical assistance.	The teacher demonstrates placing the paper over the collage and rubbing with the palm of the hand to make the print.	
6.) The student will pull the newsprint from the collage.	The teacher demonstrates pulling the paper from the collage. The teacher will store prints for drying.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area IV: Skills of Paper Cutting

Item No. 1: A Cut-paper Picture of an Autumn Tree Using Geometric Shapes

PREREQUISITE SKILLS

Finger/Arm Flexion and Extension
Grasp/Release
Eye-Hand Coordination
Expressive and Receptive Language
Visual Tracking
Awareness of Spatial Relationships

RELATED CONTENT ITEMS

Color Recognition P. 35-37
Holds Writing Utensil Properly P. 38
Identifies and Gives Characteristics of Fall P. 224
Trees P. 235
Skills of Paper Cutting P. 592-594

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will select one color and a narrow strip of paper for tree trunk.	The teacher prepares one packet of colored paper for student consisting of four different color in $2\frac{1}{2}$ " x 3" Following demonstration of the task and a verbal cue, student will cut a narrow strip of paper for the trunk. The students should feel free to experiment when cutting the various shapes.	Scissors Four colors of construction cut in pieces $2\frac{1}{2}$ x 3 in. One colored paper 9 x 12 in. for background Paste
3.) The student will paste the strip near the center of the background paper.	The teacher will give the verbal cue to the students of "Paste the strip near the middle of the paper." Along with verbal cue, the teacher will provide a demonstration of the process. The teacher may wish to discuss where the "middle" or "center" of a paper is.	
4.) The student will select a different color of paper and cut a circular form for crown of tree.	Following demonstration of task and verbal cue, student will choose paper, draw a circular form and cut it out. Teacher may provide a cardboard template to aid the student in tracing a circular form.	
5.) The student will paste the circular form at the top of the trunk.	Following verbal cue, "Paste this piece at the top of the trunk," student does so. The teacher may want to discuss where the "top" of the trunk is.	
6.) The student will select a different color and cut leaf shapes. Student will paste the leaves onto the tree.	Following verbal cue and a teacher demonstration, students will cut leaf shapes from the paper. Following a second demonstration, student will paste leaves onto the crown of the tree.	

PLN NO 10. Learning to Develop Creativity Through Art and Music

Content Area IV: Skills of Paper Cutting

Item No. 2: Cut Designs Using Folded Paper

PREREQUISITE SKILLS -592-
Finger/Arm Flexion and Extension
Grasp/Release
Eye-Hand Coordination
Expressive and Receptive Language
Visual Tracking
Awareness of Spatial Relationships

RELATED CONTENT ITEMS
Folding P. 401
Skills of Paper Cutting P. 591-594

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will fold a 9 x 12 in. piece of newspaper in half to make a piece 6 x 9 in.	Following demonstration of task and verbal cue, student will spread a 9 x 12 in. sheet of newspaper on a table or floor. Student will then fold the paper in half bringing the edges together. Teacher may assist if necessary. The student should feel free to vary from the following directions if he wishes.	Scissors Newspaper 9 x 12 in. Colored paper 9 x 12 in. Paste
3.) The student will hold the folded edge and cut sections from the three open sides.	The teacher demonstrates holding the folded paper on the folded edge. The teacher demonstrates cutting into the two sheets of paper at the three open sides. The teacher instructs and/or physically assists the students in holding and cutting at the appropriate edges.	
4.) The student will fold again from the top to bottom, to make a piece 4½ x 6 in. and cut from the folded edges.	The teacher demonstrates and/or physically assists in folding the cut paper again into 4½ x 6 in. sections. The teacher directs the student to continue cutting sections from open folded edges.	
5.) The student will unfold and mount on contrasting color.	The teacher will demonstrate unfolding the cut paper and pasting the cut paper onto a contrasting color of construction paper.	
6.) The student will use pieces cut out to assemble a design in reverse.	The teacher demonstrates and provides other construction paper upon which to paste the cut-out sections in a design. The actual design should be left up to the discretion of the student. This activity can be integrated into a unit dealing with winter, the designs representing snowflakes.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area IV: Skills of Paper Cutting

Item No. 3: Montage From a Magazine Illustration

PREREQUISITE SKILLS

Finger/Arm Flexion and Extension
Grasp/Release

Eye-Hand Coordination

Expressive and Receptive Language

Visual Tracking

Awareness of Spatial Relationships

RELATED CONTENT ITEMS

Skills of Paper Cutting P. 591-594
Collage P. 590

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will choose photographs.	The teacher presents several magazines for the student to cut photographs from. Following demonstration of the task and verbal cue, student will cut out selected photographs from a magazine.	Collection of magazines, newspapers, etc. Paste Scissors Oaktag 9 x 12 in. or 12 x 18 in.
3.) The student will cut photographs into various shapes.	Following demonstration of the task and verbal cue, student will cut the photographs into various shapes.	
4.) The student will lay out the photographs on newsprint of the same size as his oak tag for background.	The teacher will provide a piece of newsprint the same size as the oak tag to be used. Following demonstration of task and verbal cues, student will arrange the photographs on the newsprint.	
5.) The student will paste the photographs onto a background.	The teacher will provide pieces of oak tag and following a verbal cue, the student will paste the photographs on the background. Students can either paste the photographs into a representative shape (man, house, etc.) or an abstract design of their choosing.	
6.) The student will display the work.	The teacher will provide a display area and materials for the student to display their work. As an alternative to displaying their work, students can enter their montage into a scrapbook.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area IV: Skills of Paper Cutting

Item No. 4: Collage

PREREQUISITE SKILLS -594-
Finger/Arm Flexion and Extension
Grasp/Release
Eye-Hand Coordination
Expressive and Receptive Language
Visual Tracking
Awareness of Spatial Relationships

RELATED CONTENT ITEMS
Holidays P. 140
Collage P. 590
Skills of Paper Cutting P. 591-593

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will select materials from a collection.	The teacher will present on a table a collection of textured and colored materials such as old greeting cards, scraps of material, string, etc. Following verbal cue, student will select a designated number of objects. If the teacher desires, collages can be made appropriate to holidays or seasons. (Example: a large heart for Valentine's day, an Easter egg for Easter, etc.)	Collection of textured and colored materials i.e. Christmas cards, wallpaper, magazines, colored tissue, scraps of yarn, cloth,
3.) The student will cut or tear into appropriate sizes and shapes.	The teacher will demonstrate cutting or tearing the various materials. The teacher will instruct the students to continue preparing their materials using the demonstrated techniques.	
4.) The student will lay out the materials on newspaper the same size as the background.	Following a demonstration of the task and verbal cue, student will arrange the materials on the newspaper.	
5.) The student will paste to a cardboard background.	The teacher will provide white glue or paste and instruct the student to paste the objects onto the background.	
6.) The student will display his work.	The teacher will provide space and necessary materials for the student to display the finished work. If desired the final product could be cut into puzzle pieces.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area V: Skills in Working With Tempera Paint

Item No. 1: Brush Manipulations With Water

PREREQUISITE SKILLS

Finger/Arm Flexion and Extension
Grasp/Release
Eye-Hand Coordination
Expressive and Receptive Language
Visual Tracking
Awareness of Spatial Relationships

RELATED CONTENT ITEMS

Holds Writing Utensil Properly P. 38
Performs Circular Movement with Hand and Arm P. 39
Proper Use of Paint Brush P. 259
Stirring P. 438

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will grasp the brush in the appropriate manner with physical assistance.	The teacher will model holding a paint brush the correct way. The teacher will physically assist the student in holding brush correctly by placing it on middle finger supported by thumb and index finger.	Paint brush Aprons Water in container Chalk board Art for the Preprimary Child, Hilda Lewis: NAEA, 1201 16th Street, NW, Washington, DC 20036
3.) The student will dip brush into water.	The teacher will place a cup of water on table in front of student. The teacher will physically assist the student in dipping brush into water by holding his hands over student's hand and repeating the motion of placing brush in water for practice.	
4.) The student will wipe his brush on edge of container.	The teacher will physically assist the student in wiping his brush on edge of container by placing hands over child's hand and practicing.	
5.) The student will make strokes on the board with water using full arm movement with physical assistance.	The teacher will have the child imitate arm maneuver (i.e. circles, vertical lines, horizontal lines) in the air to prepare for board movements. The teacher will model strokes on boards. The teacher will physically assist the student by holding his hand over students and making full arm strokes on the board with water.	
6.) The student will clean the brushes.	Following demonstration of task and verbal cue, "Clean the brush," student will dip brush in designated container of water and swirl brush around keeping bristles submerged.	

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Content Area V: Skills of Working With Tempera Paint

Item No. 2i. Brush Manipulations With Paint (One color)

PREREQUISITE SKILLS -596-

Finger/Arm Flexion and Extension
Grasp/Release
Eye-Hand Coordination
Expressive and Receptive Language
Visual Tracking
Awareness of Spatial Relationships

RELATED CONTENT ITEMS
Holds Writing Utensil Properly P. 38
Performs Circular Movement with Hand and Arm P. 39
Proper Use of Paint Brush P. 259
Stirring P. 438

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will grasp the brush in the appropriate manner.	The teacher will pass out paper and paint. The teacher will model and/or give verbal cue to grasp the brush.	Paint brush Aprons Containers of paint (One color) Paper 18 x 29 in., manila Table, floor, or easel Newspaper to cover table Water Soap
3.) The student will dip the brush into the paint.	The teacher will model and/or give verbal cue to dip the brush into paint. To prevent the student from overturning the paint container, a square of cardboard (approximately 6" x 6") can be attached to the bottom of the container to act as a stand.	
4.) The student will wipe the brush on the edge of the container.	The teacher will physically assist the student in removing excess paint from brush by placing his hand over students and wiping off brush on edge of container. The teacher will let the children practice wiping off brush at this time to acquaint them with consistency.	
5.) The student will make strokes on the paper using full arm movements with physical assistance.	The teacher will model and give physical assistance by placing his hands over child's and making gross and fine strokes on paper with full arm movement. The teacher will experiment with the child in making various types of strokes (circles, doodles, etc.)	
6.) The student will clean the brush.	Following demonstration of task and verbal cue, "Clean the brush," student will submerge brush into appropriate container and swirl brush around.	

PLAN NO 10 Learning to Develop Creativity Through Art and Music

Content Area V: Skills of Working With Tempera Paint

Item No. 3: Brush Manipulations With Two or More Colors (Wet)

PREREQUISITE SKILLS

Finger/Arm Flexion and Extension

Grasp/Release

Eye-Hand Coordination

Expressive and Receptive Language

Visual Tracking

Awareness of Spatial Relationships

RELATED CONTENT ITEMS

Color Recognition P. 35-37

Holds Writing Utensil Properly P. 38

Performs Circular Movement with Hand and Arm P. 39

Proper Use of Paint Brush P. 259

Stirring P. 438

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1. Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will grasp the brush in the appropriate manner.	The teacher will provide necessary materials and instruct the student to grasp the brush. The teacher will model and/or physically assist grasping the brush according to individual needs.	Tempera paints One inch bristle brushes Paint pots Easels 18 x 24 in. manila paper Low tables Aprons Newspaper
3.) The student will dip the brush into his selected color of paint.	The teacher will direct the student to select a color and to put the brush into the paint.	
4.) The student will make strokes on the paper using full arm movements and produce a scribble pattern and return the brush to the correct pot.	The teacher directs the students to paint on the manila paper. The teacher directs the student to return the brush to the appropriate pot.	
5.) The student will choose a second color and continue to paint on the same paper while the first color is still wet so that the two colors mix.	The teacher will direct the student to choose another color and repeat the painting process.	
6.) The student will return the brush to it's correct pot and the student may continue the process with other colors.	The teacher will provide opportunity for the student to choose to continue with another color.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area Skills of Working with Tempera Paint

Item No. 4: Brush Manipulation With Tempera Paint (Wet or dry)

PREREQUISITE SKILLS -598-
Finger/Arm Flexion and Extension
Grasp/Release
Eye-Hand Coordination
Expressive and Receptive Language
Visual Tracking
Awareness of Spatial Relationships

RELATED CONTENT ITEMS
Color Recognition P. 35-37
Proper Use of Paint Brush P. 259
Skills of Working with Clay P. 580-585

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will grasp the brush in the appropriate manner.	The teacher will provide a paint brush for each student and provide a model and verbal cue as to the appropriate manner to hold the brush.	Tempera paint (more than two colors) Aprons Brushes, one inch bristle brushes per color Paint pots Easels Low tables 18 x 24 in. manila paper Newspaper
3.) The student will dip the brush into his selected color of paint.	The teacher will provide a container of paint per student. The teacher will provide a verbal cue after which the student will dip his brush into the paint.	
4.) The student will make strokes on the paper using full arm movements and produce a scribble pattern and return the brush to the correct pot.	The teacher will provide a visual example and a verbal cue, after which the student will make strokes on the paper. The teacher will provide a verbal cue to direct the student to place the brush back in the appropriate pot.	
5.) The student will allow the paint to dry and choose a second color. The student will paint over the color that has dried.	The teacher will provide the verbal cue to direct the student to allow the paint to dry. The teacher will provide a visual example after which the student will paint over the dry paint.	
6.) The student will return the brush to the appropriate pot and he may continue the process with a third color.	The teacher will provide opportunities for the student to choose a third color and continue the process. (If the student wishes.)	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area V: Skills of Working With Tempera Paint

Item No. 5: Brush Manipulation With Paint (Stripes or curved lines)

PREREQUISITE SKILLS

Finger/Arm Flexion and Extension

Grip/Release

Eye-Hand Coordination

Expressive and Receptive Language

Visual Tracking

Awareness of Spatial Relationships

RELATED CONTENT ITEMS

Color Recognition P. 35-37

Traces Simple Line Drawing P. 40

Proper Use of Paint Brush P. 259

Skills of Working with Clay P. 580-585

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will select one or more colors of paint and return to desk.	The teacher will direct student to select painting materials and to take this to his work area.	Tempera paints One inch bristle brushes Paint pots Tables and/or easles 18 x 24 in. manila paper Aprons Newspaper
3.) The student will select his color, dipping the brush into the paint and painting a stripe or curved line on paper with physical assistance.	The teacher will demonstrate painting a stripe and/or curved line. The teacher will provide physical assistance if necessary.	
4.) The student will either select a different color or remain with the same color and continue to paint a second stripe going in the same direction as his first stripe with physical assistance.	The teacher will direct the child to continue painting the stripes and/or curved lines and will suggest that the student may choose to take another color. The teacher will provide model and/or physical assistance on an individual need basis.	
5.) The student will continue this activity independently and/or with physical assistance selecting a different color or remaining with the same.	Student will continue in manner as described above.	
6.) The student will paint stripes to fill the paper.	The teacher will direct the child to fill the paper with the colored stripes and/or curved lines. The teacher will provide materials and space for the student to display his finished product.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area V: Skills in Working With Tempera Paint

Item No. 6: Brush Manipulation Making Thin Lines and Thick Lines

PREREQUISITE SKILLS -600-

Finger/Arm Flexion and Extension

Grasp/Release

Eye-Hand Coordination

Expressive and Receptive Language

Visual Tracking

Awareness of Spatial Relationships

RELATED CONTENT ITEMS

Color Recognition P. 35-37

Traces Simple Line Drawing P. 40

Proper Use of Paint Brush P. 259

Skills of Working with Clay P. 580-585

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will select the color and number of paints he wants and return to his painting area.	The teacher will prepare the paint and place in individual containers. The teacher will ask the students to come up and select their paints.	Variety of sized brushes #8 and #10 Round bristle brushes $\frac{1}{4}$ and 1 inch flat bristle brushes Paint pans Paint Water 18 x 24 in. manila paper Soap
3.) Selecting one color and brush, the student will paint a thin stripe on his paper using a straight or curved line with physical assistance if necessary.	The teacher will demonstrate and/or physically assist the student to paint a thin stripe using a straight or curved line using various sizes of brushes, sides of a brush or by pressure of the brush. The teacher will use judgement as to whether student can make thin or fat lines by means of brushes or by painting in by more strokes to achieve this.	
4.) The student will continue this process until he has painted several lines across his paper.	The teacher will provide time for the child to practice this skill. The student will fill the paper with thin stripes. Teacher can again provide physical assistance if necessary.	
5.) The student will select another color and another size brush and paint wider or more narrow stripes in between those already on the paper.	The teacher will model and/or physically assist the student in selecting another color and hold the student's hands in painting various stripes on the paper.	
6.) The student will continue this process until he has covered his paper with thick and thin stripes of varied color and width.	The teacher will give verbal cue and allow student to continue the process as independently as possible. The teacher will allow student to practice on all approaches i.e. thick, thin, different colors and designs.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area V: Skills in Working with Tempera Paint

Item No. 7: Overpainting and Underpainting Three Colors (Wet and dry)

PREREQUISITE SKILLS

Finger/Arm Flexion and Extension

Grasp/Release

Eye-Hand Coordination

Expressive and Receptive Language

Visual Tracking

Awareness of Spatial Relationships

RELATED CONTENT ITEMS

Color Recognition P. 35-37

Traces Simple Line Drawing P. 40

Proper Use of Paint Brush P. 259

Skills of Working with Clay P. 580-585

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will choose one color of paint and draw a line from one edge of the paper to another.	The teacher will present paint and paper to each student. Following demonstration of task and verbal cue, "Paint a line," student will paint a line from one edge of the paper to the other.	Tempera paints Three colors Paint pots Paper Aprons Tables Easels One inch bristle brushes Newspaper Soap Water
3.) The student will choose a second color and draw a line from any point on the first line to any edge of the paper.	Following demonstration of the task and a verbal cue, "Paint a line," student will paint second line dividing the paper into three sections.	
4.) The student will paint each of the areas a different color.	Following demonstration of the task and verbal cue, student will paint each of the areas with a different color.	
5.) The student will place the paper in an area to dry.	The teacher will direct the students to place the paper in an area to allow it to dry.	
6.) The student will overpaint a pattern by means of stippling or dribbling, dotting or striping with a contrasting color in each of the three areas.	The teacher will demonstrate stippling, dribbling, dotting and striping. The student will practice these techniques on a separate piece of paper. The teacher will provide a verbal cue and a model after which the student will overpaint with a contrasting color in each area.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area VI: Skills With Work in Crafts

Item No. 1: Crayon Scraping, Batiking

PREREQUISITE SKILLS -602-
Finger/Arm Flexion and Extension
Grasp/Release
Eye-Hand Coordination
Expressive and Receptive Language
Visual Tracking
Awareness of Spatial Relationships

RELATED CONTENT ITEMS
Color Recognition P. 35-37
Iron Simple Articles of Clothing P. 487
Instant Batik P. 603
Tie Dying P. 604

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will select piece of cloth.	The teacher will furnish scraps of sheets for batiking. The teacher will present a finished product to illustrate. The teacher will prepare work area with a layer of newspaper.	Sheets Newspaper Crayons Iron Vegetable peeler Scissors Leaf's Crayon by Scott Van Nostrand Reinhold
3.) The student will peel crayons of various colors and scrape into piles.	The teacher will supply bright colored crayons. The teacher will give verbal directions to peel. The teacher will model and/or physically assist the child in scraping the crayon with a vegetable peeler.	
4.) The student will dribble crayon shavings onto cloth.	The teacher will demonstrate placing scrapings over cloth and give physical assistance if necessary.	
5.) The student will select various colors of wax and disperse over fabric to form design.	The teacher will give verbal direction in having child cover the cloth with different colors of crayon to form design.	
6.) The student will place a layer of paper toweling and a layer of newspaper over fabric.	The teacher will assist student in placing a layer of paper toweling and a layer of newspaper over fabric and pressing with a hot iron until all wax is removed and the color impregnates the material.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area VI: Skills With Work in Crafts

Item No. 2: Instant batik

PREREQUISITE SKILLS
 Finger/Arm Flexion and Extension
 Grasp/Release
 Eye-Hand Coordination
 Expressive and Receptive Language
 Visual Tracking
 Awareness of Spatial Relationships

RELATED CONTENT ITEMS
 Color Recognition P. 35-37
 Iron Simple Articles of Clothing P. 487
 Crayon Scraping, Batikting P. 602
 Tie Dying P. 604

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will break peeled crayons into small pieces and place by color into a muffin tin for melting.	The teacher provides crayons of intense colors for the student to peel and break. The teacher prepares a hot water bath in a baking pan and places muffin tin into the hot water bath. The teacher keeps the temperature of the bath constant. The teacher adds 1/2 inch cube of paraffin to each color.	Cotton fabric Paraffin wax Wax crayons Hot plate or range Electric fry pan Newspaper Iron Ironing board Color dyes Paper toweling Muffin pan Baking pan
3.) The student will draw a design on the fabric.	The teacher provides cotton fabric and a layer of newspaper for each work area. The teacher demonstrates drawing a design onto the fabric. The teacher will provide physical assistance to individual students on a need basis.	Let's Decorate Fabric by Holder, Van Nostrand Reinhold
4.) The student will brush the hot wax into the fabric with physical assistance. The student will complete the design using various colors.	The teacher demonstrates brushing hot wax onto the design using various colors. The teacher will make certain that enough wax is applied to the cloth so that the wax penetrates the cloth. The teacher sets fabrics aside to dry thoroughly.	
5.) The student will crumple the dried waxed areas between the hands.	The teacher demonstrates crumpling the wax between the hands and instructs the student to do this. The teacher prepares a strong solution of dye and places fabric into solution for ten minutes.	
6.) The student will press the dyed cloth with a hot iron with physical assistance.	The teacher demonstrates placing the dyed material between layers of paper toweling and pressing with hot iron, continually replacing toweling as wax is absorbed, until all wax is removed from the fabric and the color is impregnated through the cloth. The fabric should be hand-washed as a delicate fabric.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area VI: Skills With Work in Crafts

Item No. 3: Tie dying

PREREQUISITE SKILLS -604-
Finger/Arm Flexion and Extension
Grasp/Release
Eye-Hand Coordination
Expressive and Receptive Language
Visual Tracking
Awareness of Spatial Relationships

RELATED CONTENT ITEMS
Crayon Scraping, Batik P. 602
Instant Batik P. 603

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will select a piece of material.	The teacher will provide pure natural fiber material for the student to choose from. If desired students can tie dye designs on old shirts to use as arts and crafts smocks.	Piece of fabric in pure natural fiber i.e. cotton, silk, linen, old shirts Large rubber bands Rubber gloves Aprons Water Prepared dye bath
3.) The student will bunch up a portion of the cloth with his hand with physical assistance and hold it.	The teacher will place hands around the student's and assist him/her in bunching the material. The teacher will provide the verbal direction to the student to hold the cloth in that position.	Let's Decorate Fabric by Helder, Von Nostrand Reinhold
4.) Using his other hand, the student will wrap a rubber band several times around the bunch of cloth in her hand with physical assistance.	The teacher will assist the student in manipulating the rubber band around the bunch of cloth.	
5.) The student will repeat this process until he has several tied pieces of cloth.	The teacher will continue to provide verbal cues until the student has several pieces of tied cloth.	
6.) The student will saturate his cloth in the dye bath and then thoroughly rinse it in clear water.	The teacher will prepare the dye bath and rinse water. The teacher will provide a visual example and a verbal cue after which the student will complete the process.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area VI: Skills With Work In Crafts

Item No. 4: Stitchery

PREREQUISITE SKILLS

Finger/Arm Flexion and Extension
Grasp/Release
Eye-Hand Coordination
Expressive and Receptive Language
Visual Tracking
Awareness of Spatial Relationships

RELATED CONTENT ITEMS

Color Recognition P. 35-37
Traces Simple Line Drawing P. 40
Sewing Skills P. 492-496
Sewing for Leisure Time Activity P. 500
Hobbies P. 566

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will tape the edges of the cloth, front and back with masking tape.	The teacher will physically assist and/or model taping the material edges. Before attempting this item students should be proficient in working with sewing cards and sewing boards (see PLN NO 8 Learning to Assist in Homemaking, Content Area VIII: Sewing Skills).	Assorted threads and yarn Various needles i.e. darning, tapestry, etc. Various cloth, tag board, felt pins
3.) The student will trace a simple pattern from tag-board onto the cloth.	The teacher will prepare tagboard outline for tracing. The teacher will provide physical assistance and/or modeling tracing design with felt marking pen i.e. moving pieces to make design.	
4.) The student will select the color thread and yarn he/she wants and thread needle with physical assistance.	The teacher will display various color threads, yarns and appropriate needles for project. The teacher will physically assist and/or model threading the needle by placing hand over students and inserting thread into eye of needle. Teacher may provide a commercial needle threader to assist the student.	
5.) The student will outline a given area using the running stitch.	The teacher will finish off the end points by cutting and knotting to stop raveling. The teacher will physically assist and/or model starting point for running stitch as taught in home-living skills unit.	
6.) The student will select and alternate color thread or yarn and continue to outline design.	The teacher will give verbal cue and aid student in selecting different color threads in completing design.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area VI: Skills With Work In Crafts

Item No. 5: Basic Weaving In and Out

PREREQUISITE SKILLS -606-
Finger/Arm Flexion and Extension
Grasp/Release
Eye-Hand Coordination
Expressive and Receptive Language
Visual Tracking
Awareness of Spatial Relationships

RELATED CONTENT ITEMS

Hobbies P. 566
Simple Hand Weaving - Wall Hanging P. 607

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will select a length of rug roving and starting at the outside push the shuttle from the first cord with physical assistance.	The teacher will tape precut lengths of rug roving to the tongue depressor. The teacher will place her hands around the student's and assist the student in pushing the shuttle from the front to the back and going over the first thread. The student should initially practice using the shuttle without attached rug roving to accustom himself or herself to the required movements.	Simple one piece hand loom strung with heavy cords about one inch apart* Precut rug roving Tongue depressor (shuttle) Marking tape Paper strips
3.) The student will push the shuttle from the back to the front going behind or under the second cord and pull the yarn firm with physical assistance.	The teacher will place her hands around the student's and physically assist the student in pushing the shuttle from the back to the front under the second cord.	*For definitions of weaving terms and plans for a simple loom teacher should refer to the following books: Simple Weaving by Greta Ieronice, Van Nostrum and Reinbolt \$2.95 Step by Step Weaving by Neil Znamje rowaki, Golden Press
4.) The student will continue this process until he reaches the other side and removes the shuttle.	The teacher will continue to give verbal cues to the students while they continue the process until he/she reaches the other side. The teacher may need to assist some of the students in removing the shuttle.	
5.) The student will begin with another piece of rug roving moving from back to front on the first cord and over the second cord, etc.	The teacher will again prepare the shuttle with another piece of rug roving. The teacher will provide a visual example and a verbal cue after which the students will push the shuttle from back to the front on the first cord and over the second cord, etc.	
6.) The student will complete his/her weaving using alternating cords to produce an over and under pattern alternating the over and under on each row.	The teacher will continue to assist and give verbal cues to the student until he/she has completed the process. As an alternative to wool or string, students can weave simple placemats with paper strips.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area VI: Skills With Work in Crafts

Item No. 6: Simple Hand Weaving - Wall Hanging

PREREQUISITE SKILLS

Finger/Arm Flexion and Extension

Cramp/Release

Eye-Hand Coordination

Expressive and Receptive Language

Visual Tracking

Awareness of Spatial Relationships

RELATED CONTENT ITEMS

Color Recognition P. 35-37

Hobbies P. 566

Basic Weaving In and Out P. 606

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lack of skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will select the yarn he/she wishes to use.	The teacher will provide assorted yarns from which the students can choose.	Simple one piece hand loom strung with string or yarn with threads 1/2 in. or less apart Assorted yarns Sticks, needles, etc. Tongue depressor (shuttle) Masking tape Weaving Without a Loom by Sarita Rainey
3.) Starting on the inside of the loom, the student will weave his/her yarn in and out to the nearest outside edge, pulling his/her yarn firm as he/she works.	The teacher will provide a visual example and a verbal cue after which student will begin the weaving process. The teacher may wish to provide physical assistance for some of the students during the weaving process.	
4.) The student will work his/her yarn back across the loom, alternating his/her threads with a partial first row.	The teacher will continue to provide verbal cues and physical assistance where necessary. One example, if first row goes under thread, second row goes over, etc.	
5.) The student will complete the row and return across the loom alternating third row with second row until his length of yarn is gone.	Teacher Note: All yarns begin and end into the inside of the loom with loose ends left on the backside of the weaving.	
6.) The student will continue this process until his weaving is complete. He/she may select varied colors or include lengths of red, etc. weaving in as thread.	The teacher may wish to suggest that the students select varied colors or lengths or reeds, etc. as the students weave.	

PREREQUISITE SKILLS -608-
 Finger/Arm Flexion and Extension
 Grasp/Release
 Eye-Hand Coordination
 Expressive and Receptive Language
 Visual Tracking
 Awareness of Social Relationships

RELATED CONTENT ITEMS
 Folding P. 401
 Skills in Working with Tempera Paint
 P. 505-601

DEVELOPMENTAL LEVELS	SKILL DESCRIPTION AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The students will rip strips of newspaper and place in wheat paste mixture for 24 hours.	The teacher will prepare wheat paste mixture. Upon demonstration of task by teacher and verbal cue, "Rip," student rips the newspaper into $1\frac{1}{4}$ to 2 inch wide strips. Teacher will mix paper into paste Teacher will put mixture aside for 24 hours.	Newspaper Wheat paste Water Large wooden spoon Containers (covered garbage can) Paints Brushes Sealox for cleaning shellac off brushes
3.) The student will prepare model for base of structure to be made.	The teacher will demonstrate techniques of model preparation. (Inflated balloon, crumpled newspaper; newspaper folded and tied to represent animal forms, etc.)	
4.) The student will put on strips of wet pasted newspaper one at a time and will smooth out all edges flat. The student will proceed to cover entire area of model.	The teacher will demonstrate and/or physically assist the student in covering model.	
5.) The student will continue building up all areas to at least four layers and set aside to dry.	The teacher will give verbal cue for the child to continue this process.	
6.) The student will paint the animal and complete by applying shellac.	The teacher will provide various colors of paint for the students to color animals. The teacher will provide shellac to complete the project.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area VI: Skills With Work in Crafts

Item No. 8: Seed Jewelry

PREREQUISITE SKILLS

Finger/Arm Flexion and Extension
Grasp/Release
Eye-Hand Coordination
Expressive and Receptive Language
Visual Tracking
Awareness of Spatial Relationships

RELATED CONTENT ITEMS

Sewing Skills P. 492-496
Hobbies P. 566
Simple Jewelry and Wind Chimes from a Decorated Slab P. 584

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will soak the seeds in water for a day or two.	The teacher will provide seeds and containers for soaking seeds. The teacher may wish to discuss with the students why it is necessary to soak the seeds. Following demonstration of the task and verbal cue, student will drop seeds into water.	Nylon fish cord, or heavy duty nylon thread Seeds: watermelon, cantaloupe, corn, sunflower, pumpkin, squash or beans Darning needle Nail polish in colors Water Containers for soaking
3.) The student will grasp the seed in one hand and the threaded needle in the other hand and insert the needle into the seed.	The teacher will thread the needles and knot the end of the thread. The teacher will provide a visual model and a verbal cue after which the student will grasp the needle and insert it into the seed.	
4.) The student will slide the seed to the knotted end of the thread.	The teacher will provide a model and a verbal cue after which the student will slide the seed to end of the thread.	
5.) The student will repeat the process until the desired number of seeds have been strung. The student finishes off the piece of jewelry by tying the ends of the thread together.	The teacher will provide verbal assistance to the student in choosing a pattern of seeds. The teacher provides a visual model and verbal cue after which the student will secure the ends of the thread.	
6.) The student will paint some of the seeds with nail polish if desired.	The teacher will provide colored nail polish. The teacher will provide a visual example and a verbal cue after which the student will paint the seeds.	

PLN NO. 2: Learning to Develop Creativity Through Art and Music

Content Area VI: Skills With Work in Crafts

Item No. 9: Sand Casting Plaster

PREREQUISITE SKILLS -610-
Finger/Arm Flexion and Extension
Grasp/Release
Eye-Hand Coordination
Expressive and Receptive Language
Visual Tracking
Awareness of Spatial Relationships

RELATED CONTENT ITEMS
Pouring P. 439
Representational or Nonrepresentational
Form by Pushing and Pulling P. 578

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will moisten sand with water until the sand will hold shape.	The teacher presents a bucket of water and a box of sand to the students. The teacher will provide a visual example and a verbal cue after which the students will wet the sand. If a beach is available, students could collect their own sand and items.	Beach sand Sand box Water Stones or other found materials Bucket White moulding plaster?
3.) The student will scoop a depression into the sand.	The teacher will provide a visual example and a verbal cue after which the students will scoop a depression in the sand. The teacher may wish to physically assist some of the students in scooping their depressions.	
4.) The student will work with in his depression to smooth sand further change and refine his form adding found materials in bottom of depression if he so desires.	The teacher will continue to give verbal cues and physical assistance where needed to smooth and further change the students' work. Teacher should discuss the physical characteristics of the plaster with the students (mushy, warm, sticky, etc.)	
5.) With teacher assistance the student will pour prepared plaster into the depression in the sand.	The teacher will prepare the plaster. The teacher will place her hands around the students and assist the students in pouring the plaster.	
6.) The student will remove his plaster from the sand after it has thoroughly set.	The teacher will provide a verbal cue after which the student will remove the plaster from the sand by brushing away the sand.	

PLAN NO 10 Learning to Develop Creativity Through Art and Music

PREREQUISITE SKILLS

Finger/Arm Flexion and Extension
Grasp/Release
Eye-Hand Coordination
Expressive and Receptive Language
Visual Tracking
Awareness of Spatial Relationships

RELATED CONTENT ITEMS

Proper Use of Portable Sander P. 250
Skill in Using Hand Tools P. 258-261
Skills in Working with Tempera Paint
P. 596-601

Content Area VI: Skills With Work in Crafts

Item No. 10: Wood Constructions

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will choose a solid piece of wood to use as a base.	The teacher will provide several large solid pieces of wood to use as bases for the construction and assist the student in his choice. Following verbal cue, "Take a piece of wood," student will do so.	Scrap pieces of wood Nails Hammer Glue Poster paint Shellac Shellac thinner Enamel Brushes Spray paint Sandpaper
3.) The student will choose several pieces to go with the base.	The teacher will provide small pieces of scrap wood for construction. The teacher may wish to assist some students in their choice of pieces.	Let's Build, Davis, Von Nostrand Reinhold
4.) The student will sand paper rough areas on wood.	The teacher will provide sand paper and provide a model for the students. The teacher will provide a verbal cue after which the students will sand the wood.	
5.) The student will build a shape by gluing or nailing the pieces of wood together.	The teacher will provide a visual example and a verbal cue after which the students will begin the construction process. The teacher may wish to physically assist some of the students in the construction process.	
6.) The student will choose decorations using paint, gluing other materials to the wood, or leaving it unpainted and shellacking the surfaces.	The teacher will show several examples of decorated wood constructions to the students and discuss decoration possibilities. The teacher will provide various materials for the students to use to decorate their constructions.	

PLN NO 19 Learning to Develop Creativity Through Art and Music

Content Area VII: Developing Self-awareness Through Movement

Item No. 1: Self-awareness Through Axial Movement

PREREQUISITE SKILLS -612-

Finger/Arm Flexion and Extension

Leg Flexion and Extension

Receptive Language

Visual Tracking

Awareness of Spatial Relationships

Body Awareness and Coordination

Kinesesthetic Expression

RELATED CONTENT ITEMS

Identification of Body Parts P. 82

Locomotor Skills P. 142-154

Developing Self-awareness Through

Movement P. 63-619

Developing Basic Movement Concepts

P. 620-626

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will attend to visual and verbal cue of "Bend," and identify bending on request.	The teacher provides an auditory and visual cue by bending her body. Following demonstration of bending, teacher will ask "Am I bending?" Student verbalizes, "Yes."	Record player Rhythmic Instruments Records To Move Is To Be Kimblo LP #8060 Full length mirror
3.) The student will mirror bending.	The teacher will provide a visual example and physically assist the students where needed in bending.	
4.) The student will explore and discover various parts of his body which bend.	The teacher will provide examples of various parts of the body which bend. The teacher will provide verbal cues to assist the child in discovering body parts which bend. The teacher will provide a mirror for students to practice in front of.	
5.) The student will respond independently to the verbal cue of "bend".	The teacher provides the verbal cue of "Bend." The teacher provides rhythmic music for the child for bending i.e. drum, bell, record, etc.	
6.) The student can perform the task of bending and label it as bending independently. The student can proceed in like manner for other axial movements.	The teacher will pattern responses by repeatedly asking "What are you doing?" while student is bending i.e. bending in classroom, scratching, playing games, etc. The teacher will follow steps in like manner for the other axial movements of twist, shake, stretch and swing.	

PLN NC 10 Learning to Develop Creativity Through Art and Music

Content Area VII: Developing Self-awareness Through Movement

Item No. 2: Arch and Contract

PREREQUISITE SKILLS

Fluency/Arm Flexion and Extension
Leg Flexion and Extension
Receptive Language
Visual Tracking
Awareness of Spatial Relationships
Body Awareness and Coordination
Kinesthetic Expression

RELATED CONTENT ITEMS

Identification of Body Parts P. 82
Rolling Over P. 142
Crawls P. 144
Role Playing (Imitating Animals) P. 104

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will lie on his side on the floor and pull into fetal position hugging his knees and then slowly release and arch backward into bow shape position fingers reaching toward toes.	The teacher will provide a visual example and verbal cue after which students will "contract" and "arch" slowly. The teacher will provide physical assistance where necessary.	The Art of Learning Through Movement by Anne and Paul Barlin, Ward Ritchie Press
3.) The student will lie on stomach and arch chest off floor using hands, having head drop back. The student will return to starting position slowly.	The teacher will provide a visual model and a verbal cue to arch and return to prone condition. The teacher will physically assist the student in arching back by placing hands on the small of students' backs so hip bones remain on the floor.	
4.) The student will assume crawl position on floor and push up back into angry cat position, letting head fall forward naturally. The child will return to relaxed crawl position.	The teacher will provide a visual example and verbal cue after which the students will emulate. The teacher will physically assist where necessary. The teacher can introduce the "hissing" sound of an angry cat for a game.	
5.) The student will kneel upright, arch and extend arms to sides to form T position. The student will then contract into hugging motion dropping seat to heel.	The teacher will provide a visual example and verbal cue after which the students will emulate. The teacher will physically assist where necessary.	
6.) The student will stand in T position and arch back turning palms and head upward. The student will contract the back dropping head and palm forward.	The teacher will provide a visual example and verbal cue after which the students will emulate. The teacher will physically assist where necessary. The teacher can also help students gain feeling of arch by having them push hands into mat, of back and arching backwards and releasing.	

PLAN NO 10 Learning to Develop Creativity Through Art and Music

Content Area VII: Developing Self-awareness Through Movement

Item No. 3: Socialization Through Movement

PREREQUISITE SKILLS -614-
Finger/Arm Flexion and Extension
Leg Flexion and Extension
Receptive Language
Visual Tracking
Awareness of Spatial Relationships
Body Awareness and Coordination
Kinesthetic Expression

RELATED CONTENT ITEMS
Follows Beat of Sound, Song P. 8
Developing Self-awareness Through
Movement P. 412-619
Dance Composition for the Individual P. 639
Developing Organized Dance P. 640-642

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) All students will move independently to the mood of the music.	The teacher will select and play appropriate music and encourage movement. The teacher will physically assist where necessary. The teacher will provide "warm-up activities" as a review of movement.	Record player Rhythmic Instruments Records Movin' by Ed. Activities, Inc. #AR546 Developing Everyday Skills Through Movement and Songs to Kimbo Records LP # 419 Sing, "I Like To Dance"
3.) All students will mirror teacher actions.	The teacher will provide a physical model of movement for the students to mirror. The teacher will select and play appropriate music. The teacher provides verbal labels for the students. The teacher will physically assist where necessary.	
4.) All students will mirror student-leader while student-leader gives verbal directions.	The teacher will select the first student-leader and verbally cue the student to begin. The teacher will give student a verbal cue to choose the next student-leader. The teacher will continue this process until all students have a turn.	
5.) The student will imitate his partner's movement. The student will then change roles.	The teacher will divide group into pairs. The teacher provides auditory cue for time to change roles i. e. clapping, drum, etc.	
6.) One group of partners will create movement for one other set of partners to imitate.	The teacher will divide the group into pairs. The teacher will group two pairs of students to exchange movements.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area VII: Developing Self-awareness Through Movement

Item No. 4: Tensing and Relaxing Through Movement

PREREQUISITE SKILLS

Finger/Arm Flexion and Extension
Leg Flexion and Extension
Receptive Language
Visual Tracking
Awareness of Spatial Relationships
Body Awareness and Coordination
Kinesthetic Expression

RELATED CONTENT ITEMS

Locomotor Skills P. 142-145
Developing Self-awareness Through Movement P. 612-619

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will lie on the floor and slowly tense into fetal position. The student will relax by slowly arching backward.	The teacher will provide a visual example and verbal cue after which students will "contract" and "arch" slowly. The teacher will provide physical assistance where needed.	The Art of Learning Through Movement by Anne and Paul Barlin, Ward Ritchie Press Film Learning Through Movements, available through S. L. Film Productions (Teacher resource) Drum Record Developing Everyday Skills Through Movement and Songs, LP #7018, Kimbo Records Song, "Shrug Your Shoulders"
3.) The student will stand erect and melt slowly into a squatting position with head falling between knees. To complete the exercise, the student will slowly recover into a standing position.	The teacher will provide a visual model and a verbal cue after which the child will melt and recover. The teacher will physically assist where necessary.	
4.) The student will stand erect and slowly drop forward from the waist until the head and arms are dangling as low as his muscles allow. The student will slowly recover by pulling torso back into standing position.	The teacher will provide a visual example and a verbal cue after which the student will "dangle" and recover. The teacher will physically assist where necessary.	
5.) The student will flex his hands (both together) and extend his fingers with tension. The student will pull up shoulders and drop them down.	The student will pull up on shoulders and flex hands on count of one and drop shoulders and extend fingers on count of two. The teacher will provide a visual example and verbal cue after which the student will perform the task. The teacher will provide physical assistance where necessary.	
6.) The student will drop head forward (chin to chest) and recover to an upright position.	The teacher will provide a visual example and verbal cue after which the student will perform the task. The teacher will physically assist where necessary. The student will drop head back as far as he is possible and recover to an upright position. The student will continue this process for side-to-side. The student will combine movements into a 360 degree circle. (Front, side, back, etc.)	

PLN NO 19 Learning to Develop Creativity Through Art and Music

Content Area VII: Developing Self-awareness Through Movement

Item No. 5: Coordination Through Movement

PREREQUISITE SKILLS -616-

Finger/Arm Flexion and Extension
Leg Flexion and Extension
Receptive Language
Visual Tracking
Awareness of Spatial Relationships
Body Awareness and Coordination
Kinesthetic Expression

RELATED CONTENT ITEMS

Follows Beat of Sound, Song P. 8
Identification of Body Parts P. 82
To Develop and Maintain Basic Ball Skills P. 537-543
Learning Rhythm Through Movement P. 632-635

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will clap his hands in front of his body to the selected rhythm.	The teacher will provide a visual model and verbal cue after which the student will complete the task. The teacher will provide a basic rhythm for the students to follow. The teacher will physically assist where necessary. The teacher can vary this activity by clapping at different points in front of the body i.e. high, middle, low, and standing, sitting, kneeling, etc. The teacher will provide a visual example and verbal cue after which the student will perform the task. The teacher will provide physical assistance where needed. The teacher can provide a metronome for the students to observe and imitate.	Phonograph Rhythmic Instruments Metronome Records Mod Marches by Hap Palmer Educational Activities LP #527, QT Records 33 Rhythms for Children LP #505 Creating Rhythms for Children by Phoebe James
3.) The student will clap his hands from side to side in a swaying motion in either a standing or sitting position.		
4.) The student will slap his thighs and then clap in front of their bodies in a selected rhythm.	The teacher will provide a visual model and verbal cue after which the student will perform the task. The teacher will physically assist where necessary. The teacher will select a basic rhythm for the students to follow.	
5.) The student will clap his hands and pat his partner's in a mirror fashion to a selected rhythm.	The teacher will divide the group into partners. The teacher will provide a visual example and verbal cue after which the student will complete the task. The teacher will select a basic rhythm for the students to follow.	
6.) The students will slap his thighs, clap his hands, and pat his partners hands to a selected rhythm.	The teacher will provide a visual example and verbal cue after which the student will perform the task. The teacher will divide the group into partners. The teacher will select a basic rhythm to follow. The teacher will physically assist where necessary. The teacher will introduce additional games and songs involving clapping movement.	

PLN NO. 10 Learning to Develop Creativity Through Art and Music

Content Area VII: Developing Self-awareness Through Movement

Item No. 6: Discipline in Movement

PREREQUISITE SKILLS

Finger/Arm Flexion and Extension
Leg Flexion and Extension
Receptive Language
Visual Tracking
Awareness of Spatial Relationships
Body Awareness and Coordination
Kinesthetic Expression

RELATED CONTENT ITEMS

Use of Locomotor Skills P. 155-156
Coordination Through Movement P. 616
Developing Basic Movement Concepts
P. 620-626
Developing Spatial Relationships Through
Movement P. 627-631

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will move between two given points marked on the floor starting and stopping on cue.	The teacher will mark points for starting and stopping on floor. The teacher will provide a visual example and a verbal cue after which the student will emulate. The teacher will divide class into small groups and give a verbal cue (one group at a time) to begin. The teacher will give verbal cue to stop to each child individually as they reach the stopping mark on the floor.	Record player Rhythm instruments Records Q. T. Records 33 Rhythms for Children LP #505 Tape or chalk to mark floors Hoops To reinforce discipline in movement, students can participate in a game of musical chairs.
3.) The student will start moving on verbal cue and will stop moving on verbal cue.	The teacher will provide a visual and verbal example for the students. The teacher will provide a verbal cue for the student to begin moving. The teacher will provide a verbal cue for the students to stop on.	
4.) The student will start and stop moving to combined verbal and auditory cue.	The teacher will provide a visual, verbal and auditory example for the students. The teacher will provide a verbal and auditory cue for students to begin i.e. the teacher will say "start" while giving one clap, one drum beat, one bell ring, etc. The teacher will repeat cue to stop students.	
5.) The student will start and stop moving to an auditory cue while music is playing in the background.	The teacher will provide an auditory figure cue and visual example for the students. The teacher will provide appropriate background music. The teacher will provide an auditory figure cue to signal start i.e. one drum beat, one clap, etc. while music is playing in background. The teacher will repeat the cue to signal stop while music continues to play.	
6.) The student will start to move when figure cue and music begins and will stop when music stops and figure cue sounds.	The teacher will select appropriate music. The teacher will start record and give auditory figure cue simultaneously to begin students. The teacher will give auditory figure cue simultaneously with the completion of the music to stop students. The teacher may want to vary auditory figure cues and modes of movement i.e. around a hoop, with a partner, etc.	

PLM NO 10 Learning to Develop Creativity Through Art and Music

Content Area VII: Developing Self-awareness Through Movement

Item No. 7: Fostering Body Image Qualities Through Movement to Music

PREREQUISITE SKILLS -6B-

Finger/Arm Flexion and Extension
Leg Flexion and Extension
Receptive Language
Visual Tracking
Awareness of Spatial Relationships
Body Awareness and Coordination
Kinesthetic Expression

RELATED CONTENT ITEMS

Identification of Body Parts P. 82
Understanding of One's Emotions P. 84-86
Developing Basic Movement Concepts
P. 620-626
Expressing Emotion Through Movement P. 637

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will observe teacher discussing and demonstrating happy shapes. The student will differentiate a group of pictures as being happy.	The teacher will demonstrate happy shapes of face and body and will say, "This is happy," etc. The teacher will display only happy pictures and illicit response from student "happy".	Variety of props (costumes, feathers, fans, hat) Variety of pictures showing body image qualities Magazines Record player Variety of unfamiliar instrumental records Mirror
3.) The student chooses the happy bodies out of a group which introduces only one other body image quality. The student will select only happy bodies from magazines.	The teacher will display numerous pictures of happy faces and bodies introducing another extreme opposite body image quality picture. The teacher will furnish magazines for the children to select only happy pictures and for them to respond "happy". The teacher can use the pictures from the children on the bulletin board.	
4.) The student will make happy shapes with face. The student will make happy shapes with his body.	The teacher will model happy shapes with face and body. The teacher will allow time for the children to practice making happy shapes individually, in a group before a mirror.	
5.) While listening to happy music the student will repeat steps #2 and 4.	The teacher will now introduce happy music and repeat steps 2 and 4 to music and instruct the students to emulate.	
6.) The student will recognize this as happy music and will respond with appropriate happy shapes independently.	The teacher will continue above process of body qualities and emotion i.e. sad, sleepy, funny, scared, angry, excited, tall, short, old, young, thin, fat. The teacher can introduce props for the children to choose from to reinforce the body qualities being demonstrated i.e. hats, canes, color.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area VII: Developing Self-awareness Through Movement

Item No. 8: Good Posture Through Movement

PREREQUISITE SKILLS
 Finger/Arm Flexion and Extension
 Leg Flexion and Extension
 Receptive Language
 Visual Tracking
 Awareness of Spatial Relationships
 Body Awareness and Coordination
 Kinesthetic Expression

RELATED CONTENT ITEMS
 Role Playing P. 104
 Stands P. 145
 Tensing and Relaxing Through Movement
 P. 615

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will lie flat on the floor on his back with the small of back and shoulders touching the floor.	The teacher will demonstrate prone position. Teacher will physically assist when necessary. Teacher may need to position a pillow under the student for added comfort or postural difficulties, i.e. place pillow under small of back to help shoulder touch floor. Teacher can say, "Let's be seeds planted in the ground," student's will lie on floor.	Mats Pillows Tambourine
3.) The student will lie flat on his back on the floor and "stretch" his arms above his head and stretch his legs (pointing toes) to make him as long as possible. The student will return to relaxed position.	Teacher will demonstrate the stretching motion, verbalizing that we are getting longer and longer. Teacher will physically assist when necessary. Teacher will chant "you are getting longer and longer" so the students continue to stretch arms and point toes as far as possible. Teacher will shake tambourine to sustain the movement. Teacher can say, "Now the seeds are growing." Students stretch out. "Now we are flowers."	
4.) The student will lie on his back flat on the floor, bend his right leg with bottom of foot flat on floor, draws up the left leg and places the bottom of foot on thigh of right leg. (Reverse this procedure)	The teacher will give visual example and verbal directions to acquire the position. Teacher will physically assist where necessary.	
5.) Student will stand with heels against the wall and slowly raise his arms over his head until backs of hands touch the wall. Student will hold this position for a given length of time.	Teacher will provide a visual model and verbal cues for students to follow. Teacher will physically assist where needed. The teacher will shake a tambourine for as long as the position is to be held. The teacher can beat tambourine until the student is in full extension.	
6.) Student will stand with his heels, buttocks, and shoulders touching the wall with his hands at his side. Student will sustain this position for given length of	Teacher will provide an example for the students to follow. The teacher will physically assist where necessary.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area VIII: Developing Basic Movement Concepts

Item No. 1: Walking Through Movement Music

PREREQUISITE SKILLS -620-

Finger/Arm Flexion and Extension

Leg Flexion and Extension

Receptive Language

Visual Tracking

Awareness of Spatial Relationships

Body Awareness and Coordination

Kinesthetic Expression

RELATED CONTENT ITEMS

Walks P. 146

Good Posture Through Movement P. 63

Walking in Confined Areas P. 157

Walking with a Partner P. 158

Walking on Right Side of Pathways P. 59

Walking on Slippery Surfaces P. 162

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will stand and observe teacher demonstrating the correct mechanism of walking.	The teacher will demonstrate and give verbal cue for the correct manner of walking by standing erect with toes pointed straight ahead, legs swinging from hip, heel touching the floor and pushing off of the toes of the rear foot and swinging the arms opposite to the movement of the legs.	Mirror Foot prints on floor Designs on floor to follow by walking Record player Records Drum, rhythm sticks
3.) Student will stand with toes pointed straight ahead and body in an erect position.	The teacher will demonstrate correct posture for walking by having back erect and toes straight ahead. Teacher will provide physical assistance where it is necessary.	Record/ To Move is To Be - Kimbo Records LP #9060 Pre-ballet - A Class for the Very Young - S & R 750 Coordination Skills LP #6050 Kimbo Education Records
4.) The student will move forward with legs swinging from hip and proceed with heel touching the floor pushing off from the toes of the rear foot.	The teacher could attach footprints on floor for the students to acquire proper distance between steps.	
5.) The student will continue from above with arms swinging opposite of leg.	Teacher will allow practice for correct walking checking for posture, foot position, correct arm swings, appropriate gait. Teacher will provide a mirror for the student to observe his walking. Teacher shall provide walking games i.e. Farmer in the Dell, London Bridge, Relay races.	
6.) The student will practice walking in different directions upon request.	Teacher will vary walking by having them walking backwards in a circular pattern, in varying speeds, to a drum beat or to the rhythm of a record. The teacher can introduce various dance forms of walking i.e. fast, slow, with short steps, long steps, etc. The teacher will ask the students to think of their own ways of walking.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area: VIII: Developing Basic Movement Concepts

Item No. 2: Running Through Movement to Music

PREREQUISITE SKILLS
 Finger/Arm Flexion and Extension
 Leg Flexion and Extension
 Receptive Language
 Visual Tracking
 Awareness of Spatial Relationships
 Body Awareness and Coordination
 Kinesthetic Expression

RELATED CONTENT ITEMS

Runs P. 150
 Pursuit Game (Tag) P. 545
 Relay Race - Running P. 546
 High-Organization Action Games P. 550-556
 Running P. 557
 Running Broad Jump P. 559

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will lean his body forward with his feet parallel and one slightly ahead of the other (10 to 12 inches or so).	The teacher will provide a visual and verbal example of stance. The teacher will provide physical assistance where necessary.	Tape, chalk or colorful plastic feet Record player
3.) The student will push off from the rear foot and step on the ball of the forward foot in a continuous forward movement. Student will practice this forward movement by moving continuously forward across the room.	The teacher will provide a visual example and verbal cue of the rocking movement. The teacher will provide physical assistance where needed. The teacher may wish to provide a rhythmic pattern to this forward movement to create a smoothness i.e. clap, beat drum, etc.	Records To Move Is To Be, Kimbo Educational Records LP #8060 Instrumental music 33 Rhythms for Children by Jacqueline Carmel Kuhn
4.) The student will bend his arms at the elbow and swing them back and forth from the shoulder.	The teacher will demonstrate the desired movement and give verbal directions. The teacher provides physical assistance where needed. The teacher may wish to do this to music to create a smoothness to the movement.	
5.) The student will combine steps three and four swinging arms in opposition to the leg movements.	The teacher will provide an example of the desired movement. The teacher will provide time for the students to practice. The teacher will provide physical assistance where necessary. The teacher may wish to do this to music to achieve smoothness.	
6.) The student points his toes forward and lifts his knees higher as his speed increases.	The teacher provides a visual example and verbal directions. Teacher provides various tempos of music for the students to increase or decrease their speed. Teacher will have the student run in place to music. Teacher will have the student separately jog in place to music only when his name is called. The student will stop when the next name is called.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area VIII: Developing Basic Movement Concepts

Item No. 3: Leaping Through Movement to Music

PREREQUISITE SKILLS -622-

Flinger/Arm Flexion and Extension

Leg Flexion and Extension

Receptive Language

Visual Tracking

Awareness of Spatial Relationships

Body Awareness and Coordination

RELATED CONTENT ITEMS

Jumps Over Obstacles P. 531

Running Broad Jump P. 531

Creative Dramatics P. 567

Running Through Movement to Music P. 621

Jumping Through Movement to Music P. 623

DEVELOPMENTAL LEVELS	SMALL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will repeat walking pattern, stepping over low object or line without breaking the rhythmic stride.	Teacher demonstrates walking in a smooth rhythmic stride and stepping over a series of masking tape lines on the floor. The teacher demonstrates walking and stepping over a low object (cardboard building block) without breaking the rhythmic stride. The teacher directs the student to emulate.	Tambourine Phonograph Rhythmic record Masking tape Series of graduated building blocks Balance beam
3.) Student will increase the walking stride, stepping over an increasingly higher series of objects without breaking the rhythmic stride to background music.	The teacher will set up a series of graduated objects and demonstrate walking and stepping over these without breaking the rhythmic stride. The teacher will provide appropriate rhythmic music for this activity. The teacher will direct the student to emulate.	Records The Art of Learning Through Movement, Anne and Paul Barlin, The Ward Ritchie Press 33 Rhythms for Children by Jaquelin Caronnel Kuhn To Move is To Be, Kimbo Educational Record LP # 6060
4.) Student will run with a longer than usual stride landing on the ball of the foot.	The teacher will demonstrate running with increasingly longer strides. The teacher will provide activities to give practice in moving from one area to another having to take fewer strides.	
5.) Student will run and leap over a low object to the rhythm of a tambourine sustaining the leap for the duration of the shaking sound and landing on the tapping sound without breaking rhythmic stride.	The teacher will demonstrate running and leaping over a low object. The teacher will shake the tambourine for the duration of the leap and tap the tambourine at the point of landing on the ball of the foot.	
6.) The student will run, leap and continue running when the appropriate tambourine or music rhythm is heard.	From a running pattern, the student raises knee, extends leg forward as the near leg pushes off from ground, with arms swinging forward for a momentary suspension in the air then landing on the extended foot while returning to a running pattern. This pattern will be repeated independently to rhythmic music.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area VIII: Developing Basic Movement Concepts

Item No. 4: Jumping Through Movement to Music

PREREQUISITE SKILLS
 Finger/Arm Flexion and Extension
 Leg Flexion and Extension
 Receptive Language
 Visual Tracking
 Awareness of Spatial Relationship
 Body Awareness and Coordination
 Kinesthetic Expression

RELATED CONTENT ITEMS
 Follows Beat of Sound, Song P. 36
 Jumping Up (Standing Jump) P. 149
 Jumping to Lower Level P. 160
 Jumps Over Obstacles P. 361

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will jump singly or in competition in place to a rhythm.	The teacher demonstrates and instructs the student to lift both feet off the floor from a standing or slightly crouched position, pushing away with the feet and swinging with the arms toward a momentary suspension in midair, dropping back to both feet and absorbing the shock with a springing action of the knees.	Masking tape Hoop Building blocks (large) Rhythm instruments Low platform
3.) The student will a) walk-jump-stop; b) run-jump-stop; c) jump-stop-walk; d) jump-stop-run.	The teacher will demonstrate combining the walk and run movements with a "jump-stop" and give verbal cues of patterns the child and teacher can perform together and separately. The teacher may wish to use a ballet barre or a chair back to help student balance.	Records 33 Rhythms for Children by Jacqueline Caronel Kuhn To Move Is To Be, Kimbo Educational Records LP # 8080 Pre-ballet, A Class for the Very Young, S & R 750 Coordination Skills LP # 6050, Kimbo Educational Records
4.) From a standing position the student will jump over an object and/or over a span of space landing on both feet.	The teacher will demonstrate jumping over a low object placed on the floor and jumping over a span of space marked off with masking tape and direct the student to emulate. The teacher will demonstrate jumping in and out of a hoop and direct the child to do this.	
5.) Student will jump down from a low platform landing on both feet. The student will jump up to a low platform landing on both feet.	The teacher will provide a low platform and will demonstrate jumping off and on, landing on both feet. The teacher will physically assist the child, as necessary, in jumping off and on a low platform.	
6.) The student will walk/run and jump-stop according to rhythmic music independently.	The teacher will provide walking and jumping rhythm/music and instruct the student to perform accordingly.	

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FLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area VIII: Developing Basic Movement Concepts

Item No. 5: Hopping Through Movement to Music

PRE-REQUISITE SKILLS -624-
Finger/Arm Flexion and Extension
Leg Flexion and Extension
Receptive Language
Visual Tracking
Awareness of Spatial Relationships
Body Awareness and Coordination
Kinesthetic Expression

RELATED CONTENT ITEMS
Role Playing (Imitating Animals) P. 104
Hops P. 151
Creative Dramatics P. 547
Jumping Through Movement to Music P. 623

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will observe the correct mechanics of hopping, while standing.	The teacher will provide an example of the correct mechanics of hopping.	Records To Move is To Be by Kimbo Educational Records, LP #0000 Rhythms for Children by Jacqueline Carniel Kuhn Coordination Skills by Kimbo Educational Records LP #0000
3.) The student will suspend one foot in the air and stand on the other stark fashion.	The teacher will provide an example and verbal directions of the task. The teacher will physically assist where necessary. The teacher may wish to use a ballet barre or a chair back to help student balance.	
4.) Standing on one foot, the student will propel his body straight up and on the floor.	The teacher will provide a visual example for the students to follow. The teacher may wish to cue the students by the word "up" or "push". The teacher will physically assist where necessary.	
5.) The student will stand on one foot, propel his body straight up and land on the same foot in a balanced landing. The student will change legs.	The teacher will provide a visual example for the students to follow. The teacher will physically assist when needed. The teacher will cue the students verbally to change legs.	
6.) The student will hop in various directions (front, side, back, straight up). The student will hop in a rhythmic movement to music.	The teacher will verbally cue the students to hop in a specific direction. The teacher will select and play appropriate rhythmic music for students to hop. The teacher will provide music games for students to practice hopping i.e. "Bunny Hop", etc.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area VIII: Developing Basic Movement Concepts

Item No. 6: Sliding Through Movement to Music

PREREQUISITE SKILLS
Finger/Arm Flexion and Extension
Leg Flexion and Extension
Receptive Language
Visual Tracking
Awareness of Spatial Relationships
Body Awareness and Coordination
Kinesthetic Expression

RELATED CONTENT ITEMS
Slides P. 152
Roller Skating P. 563
Ice Skating P. 564
Learning a Dance P. 641

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will observe the teacher and practice the basic ice skating slide with assistance.	The teacher will demonstrate the ice skating slide by merely placing one foot in front of the other in a continuous sliding movement. The teacher will physically assist the child by holding his hand and skating with the child. The teacher can provide practice by having children take a partner and skate around the room.	Record player Records 33 Rhythms for Children QT 505, Train to the Zoo, Children's Record Guild Book 33 Rhythms for Children by Jacqueline Carmel Fuhn, Bregman, Vococo, and Conn, Inc. Footprints Basic rhythms Hyp R-7 Educational Activities
3.) The student will slide to the left side and to the right side.	The teacher will demonstrate a slide by standing up with feet together, picking up one foot and placing it on the floor parallel 12 to 24 inches from the foot he is standing on and then sliding second foot to meet the first. The teacher will physically assist the student by taking his hands in hers, asking him to look in her eyes and slide with him. The teacher can use footprints attached to the floor as a base for the student.	
4.) The student will slide forward and backward.	The teacher will demonstrate sliding forward by following procedure in step two only placing foot in front rather than parallel. The teacher will do the same for sliding back. The teacher can attach footprints on floor for each student to follow as a pattern.	
5.) The student will combine various forms of the slide to music.	The teacher will demonstrate and/or physically assist combining forms of slides i.e. forward, backward, sideways, ice skating slide, etc. The teacher will provide background music eliciting sliding.	
6.) The student will attempt to combine various steps of the Basic Movement skills to music.	The teacher will demonstrate combining various step movements i.e. example walk, slide, hop, to the mood of the music. The teacher will provide appropriate background music for the students to practice combinations.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area VIII: Developing Basic Movement Concepts

Item No. 7: Skipping Through Movement to Music

PREREQUISITE SKILLS -626-
Finger/Arm Flexion and Extension
Leg Flexion and Extension
Receptive Language
Visual Tracking
Awareness of Spatial Relationships
Body Awareness and Coordination
Kinesthetic Expression

RELATED CONTENT ITEMS
Follows Beat of Sound, Song P. 5
Skips P. 153
Jumping Rope P. 562

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will step forward with one foot and then hop once on it.	The teacher will demonstrate a step forward and hop and instruct the student to emulate. The teacher will physically assist as necessary. The teacher will mark with masking tape the foot or shoe of the leading foot.	Phonograph Rhythmic records Small movable pieces of furniture Book and record To Move Is To Be by Baker and Rundle, Kimbo Educational Activities 33 Rhythms for Children by Jacqueline Kuhn Bregman, Vocco & Coan, Inc., New York 33 Rhythms for Children LP # QT 505 Basic Rhythms HYP-R-7 Educational Activities
3.) The student will step forward with the other foot and then hop once on it.	The teacher will again demonstrate and instruct the child to step and hop with his other foot. The teacher will mark this foot and/or physically assist the student as necessary.	
4.) The student will alternate feet in a step-hop movement in a forward motion, increasing from a fast walk into slow skip to appropriate music.	The teacher will demonstrate the step-hop movement alternating the feet in a smooth and continuous movement gradually increasing the speed. The teacher will provide appropriate rhythmic music.	
5.) The student will skip to appropriate music in patterns using turns around objects and through a maze.	The teacher will set up obstacles for a maze and demonstrate skipping in a continuous movement around and through this maze.	
6.) The student will choose the skip movement when presented with the appropriate music.	The teacher will provide various rhythmic music and instruct the student to skip to the appropriate rhythm.	

PLN NO. 10 Learning to Develop Creativity Through Art and Music

PREREQUISITE SKILLS
 Finger/Arm Flexion and Extension
 Leg Flexion and Extension
 Receptive Language
 Visual Tracking
 Awareness of Spatial Relationships
 Body Awareness and Coordination
 Rhythmic Movement

RELATED CONTENT ITEMS
 Can Follow Left to Right Progression P. 41
 Identification of Body Parts P. 82
 Making Circles with Movement P. 629

Content Area IX: Developing Spatial Relationships Through Movement

Item No. 1: Direction Movement to Music (Right-left)

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will be given a symbol on their right hand and foot and will verbalize "right," upon request.	The teacher will choose greatly different symbols to signify right and left i.e. flower - right, bird - left. The teacher will give verbal chanting for the students to repeat. "The flower is my right side." (Monotone rhythmic voice) The teacher provides many opportunities throughout the day to establish the relation between right side and flower on desk, workbench, etc. Note: This step done to establish laterality.	Rhythm Instruments Record Developing Everyday Skills Through Movement and Songs, Kimbo Educational Records LP #7087 Masking tape arrows Painted circle on gym floor
3.) The student will associate the symbol with the directional word. The student will lift his right arm and leg into space simultaneously while chanting, "This is my right side."	The teacher will demonstrate the educator movement using the right side of body while chanting, "This is my right side." The teacher will physically assist if necessary but not emphasizing correct form rather emphasizing "right side." The teacher will have students do the movement and chant, "This is my right side."	
4.) The student will move to the right in a straight line while chanting, "I'm moving to the right."	The teacher will demonstrate moving to the right side while chanting, "I'm moving to the right." The teacher will physically assist the child by holding his hand and pulling him to the right and chanting. The teacher can place symbols on the floor that correspond to the symbols on their feet. The student will have to match the symbol on his foot to the symbol on the floor as he steps about.	
5.) Student will move to the right around a marked circle facing toward center circle.	The teacher will mark off a large circle using arrows pointing to the right. The teacher will physically assist the students by forming a circle and holding hands and making a circle to the right chanting, "We are moving to the right."	
6.) The student will move to the right around an unmarked circle facing the center of the circle.	The teacher will gradually eliminate arrows. The teacher will have the students circle to the right independently. The teacher will have the students move in space to the right independently. The teacher will repeat this process using left.	

PLN NO 10. Learning to Develop Creativity Through Art and Music

PREREQUISITE SKILLS -628-

Finger/Arm Flexion and Extension

Content Area IX: Developing Spatial Relationships Through Movement

Leg Flexion and Extension

Receptive Language

Item No. 2: Large/small Through Movement

Visual Tracking

Awareness of Spatial Relationships

Body Awareness and Coordination

Kinesthetic Expression

RELATED CONTENT ITEMS

Concept of Quantity Big/Little P. 55

Identification of Body Parts B 82

Role Playing (Imagining Animals) P. 104

Creative Dramatics P. 567

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will make "small body" shapes on the floor, upon request.	The teacher will demonstrate making the body small as a whole or in individual parts while laying on the floor. The teacher will give verbal cues, "Make our bodies small, make each part of our body small," i.e. hands, head, arms, etc. The body is made "small" by such positions as squatting and contracting. Students can pretend they are dwarves when "small" and giants when "big".	Record player Records Activities for Individualization in Movement and Music Educational Activities, AR49 Be My Friend and Other Poems for Boys and Girls by Edith Segal Rhythms for Today Educational Activities HYP29 Basic Rhythms Educational Activities HYP27
3.) The student will make small body shapes while standing using axial movements.	The teacher will stand and demonstrate ways to make the body small by squatting, contracting, etc. in one place. The teacher will give verbal cues, "Make our body small like an ant, etc." The teacher will say, "What are we doing?" Reply, "We are making small body shapes." The teacher provides music that evokes small movements.	
4.) The student will make "small" shapes using locomotor skills.	The teacher will demonstrate small locomotor movements, i.e. baby-steps, small jumps, etc. The teacher will continually verbalize, "What are we doing?" Reply, "We are making small shapes." The teacher provides appropriate music.	
5.) The students as a group will make a small shape.	The teacher will demonstrate with a group how to form a small shape, i.e. a tight circle, a squatting form, etc. The teacher will divide the students into groups and physically assist making small group shapes.	
6.) The student will form another student or group of students into a small group shape.	The teacher will select a given student and demonstrate how to make his body small by saying, "Make a fist, squat down," etc. The teacher will allow the students to continue this process by practicing on each other individually or as a group. The teacher will repeat the above activities teaching concept of large.	

PLAN NO 19. Learning to Develop Creativity Through Art and Music

Content Area IX: Developing Spatial Relationships Through Movements

Item No. 3: Making Circles With Movement

PREREQUISITE SKILLS

Finger/Arm Flexion and Extension

Reciprocal Language

Visual Tracking

Awareness of Spatial Relationships

Body Awareness and Coordination

Body Expression

RELATED CONTENT ITEMS

Performs Circular Movement with Hand and Arm P. 39

Identification of Body Parts P. 82

Circle Games P. 54*

Group Composition P. 642

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will make axial movement, circle shapes by shaping body through projected light. The student will draw circle shapes with flashlight in space.	The teacher will darken the room and flash the light from a film projector onto a screen and demonstrate axial circle shapes. The teacher will let student perform axial circle shapes individually. The teacher will demonstrate making circle shapes with a flashlight in the dark. The teacher will distribute flashlights for the children to draw circles. The teacher can have the students draw shapes with other parts of the body, i.e. elbow, nose, etc.	Record Movin', Ed. Activities AR546 Parachute Clothesline knotted to form a circle Record player Maypole Hoops Flashlight Film projector Film screen Stationary point
3.) The student will rotate on a stationary point forming a 360 degree circle several times.	The teacher will demonstrate making a circle, i.e. standing, on buttocks, etc. The teacher can provide practice in making circle by varying, i.e. darken room and using flashlight make circles on wall, ceiling, etc. The teacher will emphasize turning to the right. Note: Different forms of circling such as walk-turn, peddle-turn, pivot-turn.	
4.) The student will make a quarter turn to the right.	The teacher will demonstrate making a circle stopping at each quarter mark. The teacher will have the student make a circle stopping each time the drum beats at quarter intervals.	
5.) The student will participate in a group making circle shapes.	The teacher will provide either a parachute, clothes-line knotted in a circle, maypole or hoops to practice making circular shapes. The teacher can introduce different tempos, sizes of circles and locomotor varieties.	
6.) The student will make a circle dance combining 2-3 different forms.	The teacher will provide music and above props and instruct to create own circle dance.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area IX: Developing Spatial Relationships Through Movement

Item No. 4: Making a Square Through Movement

PREREQUISITE SKILLS - 630-

Finger/Arm Flexion and Extension

Leg Flexion and Extension

Receptive Language

Visual Tracking

Awareness of Spatial Relationships
Body Awareness and Coordination
Kinesthetic Expression

RELATED CONTENT ITEMS

Follows Beat of Sound, Song P. 5

Walking Through Movement to Music P. 630

Line Through Movement P. 631

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will make a square pattern on the floor to the beat of a drum.	The teacher will mark off a square on the floor with masking tape. The teacher will demonstrate walking in a square. The teacher will have the students walk a square to the beat of a drum and beat it stronger when it is time to turn. Note: The teacher will always have the students turning right. Teacher can reinforce the concept of square by having students locate square objects in their environment.	Record Mod Marches, Educational Activities, AR527 Pattern of Square on Floor Drum
3.) The student will walk a square without a pattern drawn on the floor.	The teacher will demonstrate making a square without the pattern on the floor. The teacher will have the students make a square to the beat of a drum turning the corners on the stronger beat.	
4.) The student will walk various sizes of square patterns according to an auditory cue as to when to turn.	The teacher will beat on a drum indicating for the child to turn with a stronger beat. The teacher will vary the space between strong beats to make different size squares.	
5.) The student will count while walking and turning independently on the appropriate count.	The teacher will demonstrate making a square independently, counting one, two, three, turn, etc. The teacher will continue this process making larger and smaller squares according to the number of counts.	
6.) Student will respond to rhythmic music by moving in the pattern of a square.	The teacher will provide practice. The teacher can introduce different locomotor movements, tempos for the students to experiment in making a square. The teacher can repeat all of the above steps but making the squares by turning to the left.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area IX: Developing Spatial Relationships Through Movement

Item No. 5: Line Through Movement

PREREQUISITE SKILLS

Finger/Arm Flexion and Extension

Leg Flexion and Extension

Receptive Language

Visual Tracking

Awareness of Spatial Relationships

Body Awareness and Coordination

Kindergarten Expression

RELATED CONTENT ITEMS

School Rules - Field Trip P. 124

Walking on Right Side of Pathways P. 159

Hallway and Stairs Conduct P. 357

Fire Drill P. 362

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The students will come to a straight line marked on the floor and stand.	The teacher will mark off a straight line on the floor. The teacher will ask the children to come and stand on the line. The teacher will physically assist if necessary.	Record Mod Marches, Ed. Activities AR527 33 Rhythms for Children QT LP #505 Masking tape line Record player
3.) The students will form a line without marked line.	The teacher will gradually diminish the marked line. The teacher will ask the children to form a line using no visual cue. The teacher need not be concerned with exact spacing or the way child is positioned on the line.	
4.) The students will form a straight line, with bodies forward, and standing for "attention."	The teacher will now have the students form an "attention" line. The teacher will use this line as her "listen" line to use when demonstrating a technique.	
5.) The students will form a marching line by lining up one behind the other.	The teacher will physically assist the students in lining up behind each other. The teacher will call this the "marching line."	
6.) The students will move through space keeping a straight line or marching line.	The teacher will provide practice for the children to move through space in line form.	

PREREQUISITE SKILLS -632-
 Finger/Arm Flexion and Extension
 Leg Flexion and Extension
 Receptive Language
 Visual Tracking
 Awareness of Spatial Relationships
 Body Awareness and Coordination
 Kinesthetic Expression

RELATED CONTENT ITEMS
 Follows Beat of Sound, Song P. 6
 Following Simple to Multiple Directions in Sequence P. 80
 Locomotor Skills P. 142-154
 Group Composition P. 642

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) Student will perform an axial movement.	The teacher will select and demonstrate a simple axial movement. The teacher will instruct the student to emulate the above movement when pointed to or when drum is beaten. The teacher will instruct the student to repeat above movement without the teacher's cues. The students will stand in a line side by side. The first student in the line will perform an axial movement. The completion of this movement triggers the start of the second student and continues to the end of the line.	Rhythm Instrument Masking tape
3.) Student will perform one locomotor movement.	The teacher will select and demonstrate a simple locomotor movement. The teacher will mark the floor with a tape line where the student should stop. The teacher will cue with a beat, the sequencing of the locomotor movement. The students will stand in a line side by side. The first student will perform one locomotor movement. The second student will perform the same when the first is finished. The third will perform the same when the second is finished and on to the end of the line.	
4.) Student will walk across room with sound of drum.	The teacher will have the students line up one behind the other. The teacher will cue the student to move across the defined space in a continuous movement until all have crossed over to a designated line. The first student will begin walking across the room. The second student begins on sound of the drum. At an equal interval the third student begins on drum sound and on to include all students.	
5.) Student will walk in a loop pattern.	The teacher demonstrates walking a loop across a designated space. The teacher will cue each student with a rhythmic beat to begin walking the loop pattern in sequence. The students will stand in a line side by side. Each student will walk in a loop pattern three times and sit down at the starting point. As the first student finishes the first loop, the second student begins; after the second student completes the first loop, the third student begins.	
6.) Group 1 will select a locomotor movement and move forward & backward performing it. When group 1 has completed their movement, group 2 will choose a movement and follow the same procedure.	The teacher will divide the class into two groups. The teacher may wish to vary this sequence by dividing the class into groups of eight and do this in a "square."	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area X: Learning Rhythm Through Movement

Item No. 2: Tempo Through Movement (Fast and Slow)

PREREQUISITE SKILLS

Finger/Arm Flexion and Extension

Leg Flexion and Extension

Receptive Language

Visual Tracking

Awareness of Spatial Relationships

Body Awareness and Coordination

Pre-writing Expression

RELATED CONTENT ITEMS

Locomotor Skills P. 142-164

Learning Rhythm Through Movement

P. 634-635

Learning Rhythm Through Instruments P.643

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The students will listen to the fast and slow music being played and clap along with it.	The teacher will select and play fast and slow music. The teacher may wish to clap to the beat of the music so the students can "see" fast and slow. The teacher should verbally cue the students throughout this step i.e. "Listen, this music is slow. This music is fast." The teacher should be sure to choose unfamiliar instrumental music or "made" music. The teacher will show pictures that illustrate the tempo of music i.e. running quick tempo, etc.	<u>Records</u> 33 Rhythms for Children QT Records #905 Basic Rhythms Educational Activities HYP-R7 Record player Various selections of records Metronome Pictures of locomotor movement
3.) The students will move to an even 4/4 beat by using axial movements.	The teacher will provide music of 4/4 beat, demonstrating movement on each beat. The teacher will instruct the child and/or physically assist. The teacher will use a metronome so that the student can see and hear tempo. The teacher will select the most natural tempo for the movement selected i.e. fast for running, slow for bending.	
4.) The students will move to a slow tempo using axial movements.	The teacher will provide slow tempo music. The teacher will demonstrate a slow tempo by using axial movements i.e. bending, etc. to the beat of the music. The teacher will physically assist if necessary.	
5.) The student will move to fast tempos using axial movements.	The teacher will repeat step above using fast tempo and appropriate axial movement i.e. marching in place. The teacher will physically assist if necessary.	
6.) The students will respond to varied tempos using axial movements. The student will illustrate the above skills now using locomotor movements.	The teacher will provide music with varied tempos. The teacher will demonstrate varied tempos using axial movements. The teacher will provide opportunities for the students to experiment. The teacher will repeat the above steps using locomotor movements i.e. running, skipping, hopping, etc. The teacher will instruct the students to combine axial and locomotor movements to varied tempos.	

PLN NO. 10 Learning to Develop Creativity Through Art and Music

Content Area X: Learning Rhythm Through Movement

Item No. 3: Memory Through Movement

SPEC. REQUISITE SKILLS - 634-

Finger/Arm Flexion and Extension

Leg Flexion and Extension

Receptive Language

Visual Tracking

Awareness of Spatial Relationships

Body Awareness and Coordination

Kinesic Expression

RELATED CURRICULUM ITEMS

Following Simple to Multiple Directions in

Sequence P. 80

Locomotor Skills P. 142-154

Developing Organized Dance #3 640-642

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Locks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will perform the first set of movements i.e. run, leap/run, run, leap.	The teacher will provide a demonstration and a verbal cue, after which the students will perform the set of movements. The teacher will give verbal instructions and make clear to the students that the set of movements will be performed two times in succession. The teacher will physically assist if necessary.	Records Pre Ballet - A Class for the Very Young, S & R 750 To Move is To Move Kimbo Educational Records Lp #8060 Rhythms for Today Educational Activities HYP29 Record player
3.) The student will perform the second set of movements i.e. slide, together, hop/slide, together, hop.	The teacher will provide a demonstration and a verbal cue after which the students will perform the set of movements. The teacher will give verbal instructions to the students that the set of movements will be performed two times in succession. The teacher will physically assist if necessary.	
4.) The student will perform set #1 of movements combined with set #2 in succession i.e. run, run, leap/run, run, leap/slide, together, hop/slide, together, hop.	The teacher will give verbal cue to the group, "Now we will put the movements together. Watch." The teacher will demonstrate and verbally cue the students after which the students will perform the series of movements.	
5.) The student will perform set #3 of movements i.e. turn, clap/turn, clap.	The teacher will provide demonstration and verbal instructions after which the students will perform the movements. The teacher will give verbal directions to the students that the set is to be performed two times. The teacher will physically assist if necessary.	
6.) The student will perform set #1, 2 and 3 in succession i.e. run, run, leap/run, run, leap/slide, together, slide/slide, together, slide/turn, clap/turn, clap.	The teacher will demonstrate the succession of movements and explain to the students that they are going to put all the sets together. The teacher should select appropriate music for the students to perform by. The teacher should realize that this "add-on" principle can be carried on indefinitely with many movement combinations.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area X: Learning Rhythm Through Movement

Item No. 4: 3/4 Meter Through Movement

PREREQUISITE SKILLS
Finger/Arm Flexion and Extension
Leg Flexion and Extension
Receptive Language
Visual Tracking
Awareness of Spatial Relationships
Body Awareness and Coordination
Kinesthetic Expression

RELATED CONTENT ITEMS
Follows Beat of Sound, Song P. 8
Learning a Dance P. 641
Learning Rhythm Through Instruments P. 643

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will listen and observe the teacher demonstrating 3/4 time.	The teacher will indicate 3/4 time by counting the 1st beat of 4 every measure using a clap, drum, stick, etc. (No music)	Record player Various instrumental waltz music
3.) The student will listen to waltz music (3/4 time) and count the meter 1-2-3, 1-2-3, etc. accenting the 1 count.	The teacher will play waltz music in various tempos. The teacher will count 1-2-3, 1-2-3, etc. along with the students accenting the 1 count. The teacher may wish to use various methods of accenting the 1 count i.e. clap, beat drum, ring triangle, etc.	
4.) The students will use axial movements to: waltz music, emphasizing beat 1.	The teacher will provide examples of using axial movements to waltz music emphasizing the first beat i.e. swaying, bending from knees or waist, arm circles. To emphasize the first count, the initial movement will be jerky and 2-3 count smooth.	
5.) The students will choose locomotor movements to do to waltz music.	The teacher will demonstrate several locomotor movements to do to waltz music i.e. jump, walk, walk/walk, slide, slide, etc.	
6.) The student will decide kinetically if the music is waltz or not by trying various groups of movements in 3/4 time.	The teacher will explain to the students that they are going to explore and find out if the music is waltz music by doing three movements to the rhythm. The teacher will play some waltz music and some music which is not for the student to kinetically identify. The teacher may wish to follow this process for 2/4, 4/4 or 6/8 time.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area XI: Developing Imagination Through Movement

Item No. 1: Expressing Word Imagery Through Movement

PREREQUISITE SKILLS -636-
Finger/Arm Flexion and Extension
Leg Flexion and Extension
Receptive Language
Visual Tracking
Awareness of Spatial Relationships
Body Awareness and Coordination
Kinesthetic Expression

RELATED CONTENT ITEMS
Locomotor Skills P. 142-154
Creative Dramatics P. 567
Fostering Body Image Qualities Through Movement to Music P. 618
Expressing Emotion Through Movement P. 637

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The students will look at pictures and objects shown by the teacher and express it through actions i.e. smoke - blowing, fur - petting, pillow - putting head on.	The teacher will show pictures and objects to evoke images of soft i.e. smoke, fur, pillow. The teacher will verbally explain or give examples of objects which create certain feelings i.e. ice-cold; fire-hot; cut finger-hurt, etc.	<u>Records</u> Getting to Know Myself Activity Records, AR543 Dance-A-Story by Anne Lief Barlin, Ginn and Company 1946, RCA - Cassette DEK 1-0027 33Rhythms for Children QT LP #505 <u>Book</u> Be My Friend by Edith Segal, The Citadel Press, 1952
3.) The students will listen to various music and identify that which is soft. The students will make soft noises, or play instruments softly.	The teacher will select various types of music for the students to identify as soft or not. The teacher will provide instruments for the students to play softly. The teacher will give an example of a soft sound by hissing softly.	
4.) The students will perform various axial movements to music which would be considered "soft". (Slow, smooth, movements)	The teacher will demonstrate soft axial movements. The teacher will choose soft flowing music appropriate to the axial movement.	
5.) The student will create soft locomotor movements i.e. sliding very slow to music.	The teacher will provide examples of soft locomotor movements. The teacher will select music appropriate to soft locomotor movements.	
6.) The student will combine soft axial and locomotor movements to develop soft movements. This will be done to music.	The teacher will combine soft axial and locomotor movements into examples for the students. The teacher will select appropriate music for students to move softly to.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area XI: Developing Imagination Through Movement

Item No. 2: Expressing Emotion Through Movement

PREREQUISITE SKILLS

Finger/Arm Flexion and Extension

Leg Flexion and Extension

Receptive Language

Visual Tracking

Awareness of Spatial Relationships

Body Awareness and Coordination

Neighborhood Expression

RELATED CONTENT ITEMS

Understanding of One's Emotions P. 84-86

Developing Basic Movement Concepts

P. 620-626

Expressing Word Imagery Through

Movement P. 636

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The students will identify pictures in magazines of happy people and situations	The teacher will review and discuss "happy" with the students. The teacher will provide several magazines from which the students will select pictures.	Records Activities Records AR543 Basic Rhythms HYD-117 Record player
3.) The students will select a happy piece of music from several choices.	The teacher will provide several pieces of happy music from which to choose.	
4.) The student will select axial and locomotor movements to accompany his selection of happy music.	The teacher will help the students decide what axial and locomotor movements they will use to look happy. The teacher may wish to demonstrate a few movements to music as a review. Note: The student does not combine these movements to music yet.	
5.) The students will perform the happy movements to music.	The teacher will provide time for the students to practice.	
6.) The student will create a dance drama about happy. The student will verbally relate his story to the class after which he will perform his drama.	The teacher will provide time for each student to perform his drama in front of the class. The teacher will use this same process for other emotions i.e. sad, scared, etc.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area XI: Developing Imagination Through Movement

Item No. 3: Aware of Movement in Everyday Life

PREREQUISITE SKILLS -638-
Finger/Arm Flexion and Extension
Leg Flexion and Extension
Receptive Language
Visual Tracking
Awareness of Spatial Relationships
Body Awareness and Coordination
Kinesthetic Expression

RELATED CONTENT ITEMS
Identification of Objects Found in the
Student's Environment P. 29
Locomotor Skills P. 142-154
Creative Dramatics P. 567

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The students will identify whether an object is in movement.	The teacher will provide examples of movement in everyday life i.e. spin a top, watch a bird fly, watch the trees blow, watch a car go by, etc. Teacher will also provide examples of things that are not moving. Student is able to distinguish between them.	Records Rhythms for Today Educational Activities HYP 29 Spin, Spider, Spic. Educational Activities AR551 Getting to Know Myself Activities Records AR543 Creative Movement and Rhythmic Exploration Educational Activities AR 533
3.) The students will identify which locomotor and axial movements are needed to perform a specific movement i.e. riding a bicycle.	The teacher will help the students decide what locomotor and axial movements are needed. The teacher may wish to provide several examples of axial and locomotor movements as a review.	
4.) The student will choose a piece of music from a group which will fit his movements.	The teacher will choose several appropriate pieces of music from which the student will choose one to fit his movements.	Record player
5.) The student will choose a movement from a given category and create a story about it i.e. student may choose the movement of a child swinging from the category of everyday activity movement.	The teacher will assign one of the three areas of movement i.e. movement in objects, nature, and everyday activity. The teacher will assist the student in creating a story.	
6.) The students will sit in a circle on the floor. The students will volunteer specific movements and demonstrate them on request to music or without music.	The teacher will ask the students to recall a movement which means happy, or sad, or fat, etc. and ask for a volunteer to demonstrate it. The teacher may wish to play a piece of music and ask the students to volunteer movements.	

PLN NO 10: Learning to Develop Creativity Through Art and Music

Content Area XI: Developing Imagination Through Movement

Item No. 4: Dance Composition for the Individual

PREREQUISITE SKILLS

Finger/Arm Flexion and Extension

Leg Flexion and Extension

Receptive Language

Visual Tracking

Awareness of Spatial Relationships

Body Awareness and Coordination

Imaginative Expression

RELATED CONTENT ITEMS

Self-awareness Through Axial Movement
P. 611

Developing Basic Movement Concepts
P. 620-626

Sequence Through Movement P. 632

Group Composition P. 642

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will select a piece of music.	The teacher will help the student select a piece of music which is appropriate to his capabilities.	Record Joy, Classical Music for Children, Peter Pan #8107 Record player Props i.e. clogs, hat, etc. Rhythm sticks Drum
3.) The student will find a movement theme appropriate to the music.	The teacher will help the student find a movement theme appropriate to the music i.e. happy, sad, angry, etc. The teacher will let fellow classmates help the performing student with ideas.	
4.) The student will show the teacher where he plans to go in space during this movement.	The teacher will assist the student in deciding where he wants to go in space if necessary.	
5.) The student will select how he wants to travel through space using locomotor patterns.	The teacher will help the student improve the interest of his locomotor patterns by suggestions i.e. skip instead of walk, tiptoe, leap instead of slide, go sideways, etc. The teacher will use rhythm sticks along with selected music to beat out tempo.	
6.) The student will stabilize his floor patterns for purposes of repetition.	The teacher will help the student refine his dance movements using axial movements i.e. swinging the arms, lift the knee, drop the head, etc. The teacher can offer the child a selection of props.	

PLN NO. 11: Learning to Develop Creativity Through Art and Music

Content Area XII: Developing Organized Dance

Item No. 1: Learning to Partner

PREREQUISITE SKILLS -440-
 Finger/Arm Flexion and Extension
 Leg Flexion and Extension
 Receptive Language
 Visual Tracking
 Awareness of Spatial Relationships
 Body Awareness and Coordination
 Kinesthetic Expression

RELATED CONTENT ITEMS

Walking with a Partner P. 158
 Socialization Through Movement P. 414
 Developing Basic Movement Concepts
 P. 439-439
 Learning a Dance P. 641

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The students will choose a partner.	The teacher will direct the students to choose partners. The teacher will make sure all students have partners.	Record player; Assorted records
3.) The students will hold hands of the partner.	The teacher will provide a few examples of how to hold hands with a partner i.e. crossed arms, one hand each, behind back, etc. The teacher will encourage the students and provide time for them to explore ways to hold hands.	Record Five Square Dance Educational Activities ED-R-159A
4.) The students will all hold hands after the fashion of the model pair.	The teacher will identify one pair of students and direct the remainder of students to follow that example.	Childhood Rhythms by Beth Evans Any folk dancing music
5.) The students will do locomotor movements with their partners without music.	The teacher will demonstrate a few examples of locomotor movements to do with partners i.e. skipping together and circling each other.	
6.) The students will do locomotor movements with their partner to music.	The teacher will select music for the students. The teacher will direct the students to put their movements to music. This may or may not be a dance.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area XII: Developing Organized Dance

Item No. 2: Learning A Dance

PREREQUISITE SKILLS

Finger/Arm Flexion and Extension

Leg Flexion and Extension

Receptive Language

Visual Tracking

Awareness of Spatial Relationships

Body Awareness and Coordination

Kinesthetic Expression

RELATED CONTENT ITEMS

Following Simple to Multiple Directions in Sequence P. 80

Socialization Through Movement P. 614

Sequence Through Movement P. 632

Group Composition P. 642

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will stand or sit on the "listen" line as directed.	The teacher will have all dances form a "listen" line having them sit or stand. The teacher will demonstrate the entire dance where this is possible. The teacher will demonstrate the first floor pattern. The teacher may map the floor with tape markings.	Record player Rhythmic records Rhythmic instruments Masking tape Records Pre Square Dance Educational Activities, ED-31-120A International Folk Dances Educational Activities #22
3.) The student will walk through first floor patterns to music.	The teacher will physically assist the child in completing the first floor pattern. The teacher will continue this until children can do so independently. The children will do this step to music. The teacher will explain the sets in terms of axial and locomotor skills.	
4.) The student will walk through the second floor pattern without music.	The teacher will demonstrate the second floor pattern. Students imitate without music.	
5.) The student will walk through the second floor pattern to music.	The teacher will physically assist the students walk through floor pattern. The teacher will provide practice until the child can do it independently. The teacher will have the child put floor pattern to music.	
6.) The student will combine the first two floor patterns to music.	The teacher will demonstrate the two floor patterns combined. The teacher will physically assist the student in combining. The teacher will continue this process until dance is completed adding on floor pattern by floor pattern.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area XII: Developing Organized Dance

Item No. 3: Group Composition

PREREQUISITE SKILLS -142-
Finger/Arm Flexion and Extension
Leg Flexion and Extension
Receptive Language
Visual Tracking
Awareness of Spatial Relationships
Body Movement and Coordination
Kinesthetic Expression

RELATED CONTENT ITEMS
Socialization Through Movement P. 614
Expressing Emotion Through Movement P. 637
Dance Composition for the Individual P. 639

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The group will walk through a floor pattern demonstrating a theme.	The teacher will assign the students a theme from which to work i. e. happy, angry... story, these can become progressively difficult. The teacher will assign the accompaniment to the pattern i. e. drum beat, bells, music, etc. The teacher will divide the class into smaller groups (4-6 students).	Various costumes and props Bells Cans Shells Projector, etc. Record player
3.) The group will use axial and locomotor movements by which to move through the floor patterns.	The teacher will assign the students a theme and an accompaniment for their movement. The teacher will help the group decide on axial and locomotor movements which can be put together to smoothly move through their flow patterns.	Records Joy, Classical Music for Children, Peter Pan #8107 A Child's Introduction to Broadway Theatre Music, Golden Records, #130 The Light Music of Shostakovich, Columbia Records #4567 The Wonderful Fantasy of Walt Disney, RCA CXS 8014
4.) The group will combine the chosen floor pattern, levels, locomotor and axial movement into a dance.	The teacher will help the group arrange the sequence of movements and levels into a dance by making suggestions, offering alternatives, demonstrating, etc.	
5.) The group will select props, costumes, lighting effects, etc. to accompany their composition.	The teacher will offer props, costumes, rhythm instruments, slide projections, etc. for the students to choose from. The teacher may offer suggestions, alternatives, etc. to make the composition more difficult.	
6.) The group will perform the composition for an audience.	The teacher will provide time for each group to perform their composition before an audience. The audience can or may be classmates, teachers, parents, etc.	

PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area XIII: Developing Basic Musical Concepts

Item No. 1: Learning Rhythm Through Instruments

PREREQUISITE SKILLS

Finger/Arm Flexion and Extension

Leg Flexion and Extension

Receptive Language

Visual Tracking

Awareness of Spatial Relationships

Body Awareness and Coordination

Nonverbal Expression

RELATED CONTENT ITEMS

Follows Beat of Sound, Song P. 6

Learning Rhythm Through Movement

P. 632-635

Learning to Sing with Others P. 644

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will clap hands and/or beat rhythmic instrument in an even rhythm pattern.	The teacher demonstrates clapping hands or beating a rhythmic instrument to an even 4/4 tempo. The teacher instructs the student and/or physically assists him to do this. The teacher will give an even 4/4 tempo pattern for the child to listen to and instruct him to reproduce this pattern.	Various rhythm instruments Rhythmic records Record player Metronome
3.) The student will clap hands and/or beat rhythmic instrument in a beat-skip-beat pattern.	The teacher demonstrates clapping hands or beating a rhythmic instrument to a 2/4 tempo, beating on one and resting on two in an even tempo. The teacher provides recorded march music and will turn up the bass volume to emphasize the underlying beat.	Record Melody Midgets Music for Rhythm Bands, LP Record and Manual, Educational Activities
4.) The student will participate in a group using one instrument in concert with another group using a different instrument with same rhythmic patterns.	The teacher provides several types of rhythmic instruments and instructs the children in a rhythm pattern that all will produce simultaneously. The teacher provides various simple rhythmic patterns for the group to emulate.	
5.) The student will participate in a group using one rhythmic instrument and pattern in concert with another group using a different rhythmic instrument and a rhythmic pattern.	The teacher will demonstrate and instruct two groups of students in two different but harmonious rhythmic patterns with each group using a different rhythmic instrument. The teacher will provide a music background for the rhythmic pattern.	
6.) The student will respond to music with appropriate rhythmic pattern. The child will create a rhythmic pattern for another child or group to respond to.	The teacher will play various kinds of musical rhythms and instruct the student to clap or play the rhythmic pattern. The teacher will instruct the student to create a rhythmic pattern and instruct another child or group to respond with an appropriate song, chant or hum.	

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PLN NO 10 Learning to Develop Creativity Through Art and Music

Content Area XIII: Developing Basic Musical Concepts

Item No. 2: Learning to Sing With Others

PREREQUISITE SKILLS -644-

Finger/Arm Flexion and Extension

Leg Flexion and Extension

Receptive Language

Visual Tracking

Awareness of Spatial Relationships

Body Awareness and Coordination

Kinesesthetic Expression

RELATED CONTENT ITEMS

Repeats Sound Sequence P. 18

National Anthem P. 39

Holidays P. 140

Discriminating Between Notes P. 15

DEVELOPMENTAL LEVELS	SKILL DESCRIPTIONS AND INSTRUCTIONAL ACTIVITIES	EQUIPMENT & MATERIALS
1.) Lacks skills, abilities and/or attitudes required for beginning instruction on this item.		
2.) The student will listen to a melody that is played or sung and attempt to sing along.	The teacher will play a simple melody all the way through on a piano without singing the lyrics. The teacher will play the melodic line several times and instruct the student to listen. The teacher will repeat the melodic line with other instruments or vocalizing the melody without lyrics.	Piano Xylophone Bells Cassette & tape <u>Books</u> <u>Music Activities for Retarded Children</u> by Ginglind & Stiles, Abingdon Press, Nashville <u>Music Based Instruction for the Exceptional Child</u> , Blackburn & Reichard, Love Pub. <u>Music for the EMR, A Teacher's Handbook</u> , Special Ed. Curriculum, Development Center, Iowa City <u>The Music Express</u> by V. Marantz, Pro Art Publ. Inc. <u>Discovering Music Together: Early Childhood</u> by Smith and Leonard, Follett Ed. Corp. <u>Folk Songs for Children</u> by Ruth Selgar
3.) The student will reproduce a musical interlude of two notes going up the scale.	The teacher will play two note interludes from the melodic line, singing the interlude and instructing the child to emulate. The teacher will instruct and allow the child to play these interludes on the various instruments.	
4.) The student will sing or hum a musical phrase and build up to completing an entire song.	The teacher will extend the melodic interludes and phrases through to the end of the piece.	
5.) The student will sing a phrase using appropriate words in rhythm with the melody. The student will extend this skill, phrase by phrase, until the song is completed.	The teacher will reintroduce melodic phrases while singing the lyrics. The teacher will instruct the child to emulate this calling upon individual children and various groups of children. The teacher will provide opportunities for the students to tape record their singing.	
6.) The student will sing independently and/or with a group for his own pleasure.	The teacher will provide opportunities for the student to sing familiar songs. The teacher will introduce new songs appropriate to the seasons, holidays, school activities and patriotic numbers. The teacher can introduce finger play along with charts and songs.	

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Current Instructional Program Assessment

Name/Curriculum Item _____

DEVELOPMENTAL LEVELS

No Change
To Observe

[illegible]

Curriculum Items/Names

Appendix B - Content Area Assessment

Content Area Assessment

Persisting Life Need: _____
 Content Area: _____
 Name: _____

DEVELOPMENTAL LEVELS

	No Chance To Observe	1	2	3	4	5	6
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							

Progress can be followed and illustrated graphically with this assessment instrument for any chosen content areas of the curriculum. For each student such a set of evaluation profiles aids programming and record keeping. (0) - PRE-INSTRUCTION, (X) - FIRST-EVALUATION, (*) - SECOND-EVALUATION. The use of 0, X, and * is one way of identifying evaluations. The teacher may wish to use other methods such as colors or letters.

CURRICULUM ITEMS